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DESCRIPTORS *Abstracts; *Annotated Bibliographies; Elementary Secondary Education; Exceptional Child Education; Exceptional Child Research; *Handicapped Children; *Sex Education; *Sexuality

ABSTRACT

The annotated bibliography on Sex Education contains approximately 135 abstracts and associated indexing information for documents or journal articles published from 1962 to 1975 and selected from the computer files of the Council for Exceptional Children's Information Services and the Education Resources Information Center (ERIC). It is explained that titles were chosen in response to user requests and analysis of current trends in the field. The bibliography is divided into the following sections: Handicapped Children, Aurally Handicapped, Disadvantaged, Emotionally Disturbed, Mentally Handicapped, Multiply Handicapped, Physically Handicapped, Visually Handicapped, and Learning Disabled. Abstracts include bibliographic data (identification or order number, publication date, author, title, source or publisher, and availability); descriptors indicating the subject matter covered; and a summary of the document's contents. Also provided are instructions for using the bibliography, a list of journals from which articles were abstracted, and an order form for ordering microfiche or paper copies of the documents through the ERIC Document Reproduction Service. (PM)

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Sex Education

A Selective Bibliography

CEC Information Services and Publications
An ERIC Clearinghouse
The Council for Exceptional Children
1920 Association Drive
Reston, Virginia 22091

Exceptional Child Bibliography Series No. 605

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Abstract

ABSTRACT 58

EC 080056

Publ. Date Oct 75

Wolf, Lucille C.

Whitehead, Paul C.

The Decision to Institutionalize Retarded Children: Comparison of Individually Matched Groups.
Mental Retardation; VI 13 N5 P3-7 Oct 1975

Descriptors: Mentally Handicapped*; Placement*; Institutions*; Exceptional Child Research; Family Influence; Decision Making;

A group of 24 institutionalized retarded children was individually matched on the basis of sex, socioeconomic status, IQ and American Association on Mental Deficiency diagnostic category, with a group of 24 retarded children who remained at home. Results indicated that the sex of the child and the amount of disruption perceived by the family as caused by the child, are significant factors in determining the course of institutionalization. (Author)

ED N. A.
Sp.

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ABSTRACT 34

EC 080034

Publ. Date 75

Brown, Jerome D., Ed.

Handbook for Hearing Conservation Services and Educational Programming for Hearing Impaired Pupils.

Iowa State Dept. of Public Instruction,

Des Moines.

EDRS mf/hc

Descriptors: Aurally Handicapped*; Guidelines*; Educational Programs*; State Programs*; Hearing Conservation; Exceptional Child Education; Elementary Secondary Education; Administration; State Departments of Education;

Identifier: Iowa*;

Presented by the Iowa Department of Public Instruction are recommendations for comprehensive hearing conservation services and educational programming for hearing impaired (HI) pupils. Part I consists of Iowa's Rules of Special Education which are arranged under 10 divisions: authority, scope, general principles and ... regarding audiometric symbols, identification audiometry, and audiology programs in educational settings for HI children. (LS)

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Abstractor's initials

CEC Information Center Journal Collection

The CEC Information Center regularly receives more than 200 journals which are examined for material concerning exceptional children. Articles judged to meet established criteria are abstracted, indexed and published in *Exceptional Child Education Abstracts (ECEA)*. Some of these articles are indexed and submitted also for announcement in *Current Index to Journals in Education (CIJE)*, an Educational Resources Information Center (ERIC) publication. The following list (current May 1976) is representative of journals currently received.

- *Academic Therapy, 1539 Fourth Street, San Rafael, California 94901
- ACTA Symbolica, University of Akron, Akron, Ohio 44304
- Adolescence, PO Box 165, 391 Willets Road, Roslyn Heights, New York 11577
- *American Annals of the Deaf, 5034 Wisconsin Avenue NW, Washington DC 20016
- American Education, 400 Maryland Avenue SW, Washington DC 20022
- American Educational Research Journal, 1126 16th Street NW, Washington DC 20036
- American Journal of Art Therapy, 6010 Broad Branch Road, Washington DC 20015
- American Foundation for the Blind Research Bulletin, 15 West 16th Street, New York, New York 10011
- **American Journal of Diseases of Children, 535 North Dearborn Street, Chicago, Illinois 60610
- *American Journal of Mental Deficiency, 49 Sheridan Avenue, Albany, New York 12210
- American Journal of Nursing, 10 Columbus Circle, New York, New York 10019
- **American Journal of Occupational Therapy, 6000 Executive Boulevard, Suite 200, Rockville, Maryland 20852
- *American Journal of Orthopsychiatry, 1790 Broadway, New York, New York 10019
- **Archives of Otolaryngology, 535 North Dearborn Street, Chicago, Illinois 60610
- Arithmetic Teacher, 1201 16th Street NW, Washington DC 20036
- ASHA, 9030 Old Georgetown Road, Washington DC 20014
- Auducibel, 24261 Grand River Avenue, Detroit, Michigan 48219
- Auditory & Hearing Education, 15300 Ventura Boulevard, Suite 301, Sherman Oaks, California 91493
- Audiovisual Instruction, 1201 16th Street NW, Washington, DC 20036
- Australian Children Limited, Box 91, Brighton 5042, South Australia
- *Australian Journal of Mental Retardation, P.O. Box 255, Carlton, South Victoria 3053, Australia
- AVISO, Newark State College, Union, New Jersey 07083
- **Behavior Therapy, 111 Fifth Avenue, New York, New York 10003
- Behavior Today, Ziff-Davis Publishing Co., 1156 15th Street NW, Washington DC 20036
- Behavioral Disorders, Council for Children with Behavior Disorders, Indiana University, Bloomington, Indiana 47401
- British Journal of Disorders of Communication, 4345 Annandale Street, Edinburgh EH7 4 AT, Scotland
- British Journal of Mental Subnormality, Moryhull Hospital, Birmingham B30 3QB, England
- British Journal of Physical Education, Ling House, 10 Nottingham Place, London W1M 4 AX, England
- Bulletin of the Orton Society, 8415 Bel-lona Lane, Suite 204, Towson, Maryland 20402
- Bulletin of Prosthetics Research, US Government Printing Office, Washington DC 20402
- *Bureau Memorandum, 126 Langdon Street, Madison, Wisconsin 53702
- CSMR Bulletin, 345 Campus Towers, Ed-monton, Alberta, Canada
- Canada's Mental Health, Information Can-ada, Ottawa K1A 0S9, Canada
- CEDR Quarterly, Phi Delta Kappa, PO Box 789, Bloomington, Indiana 47401
- Child Care Quarterly, 2852 Broadway, Morningside Heights, New York 10025
- Child Development, 5750 Ellis Avenue, Chicago, Illinois 60637
- **Child Psychiatry & Human Development, 2852 Broadway, Morningside Heights, New York 10025
- Child Welfare, 67 Irving Place, New York, New York 10003
- Childhood Education, 3615 Wisconsin Avenue NW, Washington DC 20016
- Children Today, US Government Printing Office, Washington DC 20402
- Children's House, Box 111, Caldwell, New Jersey 07006
- Colorado Journal of Educational Research, University of Northern Colorado, Greeley, Colorado 80631
- Communication Education (formerly Speech Teacher) Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Compact, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203
- Day Care & Early Education, 2852 Broad-way, New York, New York 10025
- Deaf American, 5125 Radnor Road, Indian-apolis, Indiana 46226
- Deficiency Mentale/Mental Retardation, York University, 4700 Keele Street, Downs-view, Ontario M3J 1P3, Canada
- Developmental Medicine and Child Neurology, Spastic International Medical Publica-tions, 20-22 Mortimer Street, London W1N 7RD, England
- Devereux Forum, 19 South Waterloo Road, Devon, Pennsylvania 19333
- DSH Abstracts, Gallaudet College, Washing-ton, DC 20002
- Dyslexia Review, The Dyslexia Institute, 133 Gresham Road, Staines, TW18 2AJ, England
- *Education and Training of the Mentally Retarded, 1920 Association Drive, Reston, Virginia 22091
- Education Digest, PO Box 623, 416 Long-shore Drive, Ann Arbor, Michigan 48107
- *Education of the Visually Handicapped, 919 Walnut St. Fourth Floor, Philadelphia, Pennsylvania 19107
- Educational & Psychological Measurement, Box 6967, College Station, Durham, North Carolina 27708
- Educational Forum, 343 Armory Building, University of Illinois, Champaign, Illinois 61820
- Educational Horizons, 2000 East 8th Street, Bloomington, Indiana 47401
- Educational Leadership, 1201 16th Street NW, Washington DC 20036
- Educational Researcher, 1126 16th Street NW, Washington DC 20036
- Educational Technology, 140 Sylvan Ave-nue, Englewood Cliffs, New Jersey 07632
- Elementary School Journal, 5801 Ellis Ave-nue, Chicago, Illinois 60637
- English Journal, 1111 Kenyon Road, Ur-bana, Illinois 61801
- *Exceptional Children, 1920 Association Drive, Reston, Virginia 22091
- *Exceptional Parent, 264 Beacon Street, Bos-ton, Massachusetts 02116
- Family Involvement, Canadian Education Programs, 41 Madison Avenue, Toronto, Ontario M5R 2S2, Canada
- Focus on Exceptional Children, 6635 East Villanova Place, Denver, Colorado 80222
- *Gifted Child Quarterly, 8080 Springvalley Drive, Cincinnati, Ohio 45236
- Harvard Educational Review, 23 South Main Street, Uxbridge, Massachusetts 02138
- Hearing, 105 Gower Street, London WC1E 6AH, England
- *Hearing & Speech Action, 814 Thayer Ave-nue, Silver Spring, Maryland 20910
- Hearing Rehabilitation Quarterly, New York League for the Hard of Hearing, 71 W. 23rd Street, New York, New York 10010
- Human Behavior, PO Box 2810, Boulder, Colorado 80302
- Humanist, 923 Kensington Ave., Buffalo, New York 14215
- Illinois Schools Journal, 6800 South Stew-art Avenue, Chicago, Illinois 60621
- Indiana Speech & Hearing Journal, Ball State University, Muncie, Indiana 47306
- Instructor, PO Box 6099, Duluth, Minne-sota 55806
- Inter-Clinic Information Bulletin, 317 East 34th Street, New York, New York 10016
- International Child Welfare Review, 1 Rue De Varembe, 1211 Geneva 20, Switzerland
- International Journal of Child Psychiatry, Verlag 10, Basel 13, Switzerland
- International Rehabilitation Review, 219 East 44th Street, New York, New York 10017
- Involvement, PO Box 460, Oak Ridges, Ontario, Canada

*denotes journals monitored for CIJE.

**denotes copyrighted journals for which ECEA has been granted permission to use author abstracts.

- Journal for Special Educators of the Mentally Retarded**, 171, Center Conway, New Hampshire 03813
- *Journal of Abnormal Child Psychology**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- **Journal of Abnormal Psychology**, 1200 17th Street NW, Washington DC 20036
- *Journal of Applied Behavior Analysis**, University of Kansas, Lawrence, Kansas 66044
- *Journal of Applied Rehabilitation Counseling**, 1522 K Street NW, Washington DC 20005
- Journal of Association for Study of Perception**, PO Box 744, De Kalb, Illinois 60115
- *Journal of Autism & Childhood Schizophrenia**, Plenum Publishing Corp., 227 W. 17th Street, New York, New York 10011
- Journal of Child Psychology & Psychiatry**, Pergamon Press, Elmsford, New York 10523
- Journal of Clinical Child Psychology**, 111 South Meramec Avenue, No. 208, St. Louis, Missouri 63105
- Journal of Communication Disorders**, American Elsevier Publishing Co., 52 Vanderbilt Avenue, New York, New York 10014
- Journal of Community Health**, Human Sciences Press, 72 Fifth Avenue, New York, New York 10014
- *Journal of Consulting & Clinical Psychology**, 1200 17th Street NW, Washington DC 20036
- Journal of Creative Behavior**, 1300 Elmwood Avenue, Buffalo, New York 14222
- Journal of Developmental Disabilities**, PO Box 8470, Gentilly Station, New Orleans, Louisiana 70182
- Journal of Education**, Department of Education, Halifax, Nova Scotia
- **Journal of Educational Psychology**, 1200 17th Street NW, Washington DC 20036
- *Journal of Educational Research**, Box 1605, Madison, Wisconsin 53701
- Journal of General Education**, 215 Wagner Building, University Park, Pennsylvania 16802
- *Journal of Learning Disabilities**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Journal of Marriage & the Family**, 1219 University Avenue SE, Minneapolis, Minnesota 55414
- *Journal of Mental Deficiency Research**, 86 Newman Street, London W1P 4 AR, England
- Journal of Music Therapy**, Box 610, Lawrence, Kansas 66044
- Journal of Negro Education**, Howard University, Washington DC 20001
- **Journal of Nervous & Mental Disease**, 428 East Preston Street, Baltimore, Maryland 21201
- *Journal of Pediatrics**, 11830 Westline Industrial Drive, St. Louis, Missouri 63141
- **Journal of Personality Assessment**, 1070 East Angeleno Avenue, Burbank, California 91501
- Journal of Reading**, 6 Tyre Avenue, Newark, Delaware 19711
- Journal of Rehabilitation**, 1522 K Street NW, Washington DC 20005
- Journal of Rehabilitation of the Deaf**, 814 Thayer Avenue, Silver Spring, Maryland 20910
- Journal of School Health**, American School Health Association, Kent, Ohio 44240
- *Journal of School Psychology**, 51 Riverside Avenue, Westport, Connecticut 06880
- *Journal of Special Education**, Grune and Stratton, 111 Fifth Avenue, New York, New York 10003
- *Journal of Speech & Hearing Disorders**, 9030 Old Georgetown Road, Washington, DC 20014
- *Journal of Speech & Hearing Research**, 9030 Old Georgetown Road, Washington DC 20014
- Journal of Teacher Education**, One Dupont Circle, Washington DC 20036
- *Language Speech & Hearing Services in Schools**, 9030 Old Georgetown Road, Washington DC 20014
- Lantern**, Perkins School for the Blind, Watertown, Massachusetts 02172
- Learning**, 530 University Avenue, Palo Alto, California 94301
- Mathematics Teacher**, 1906 Association Drive, Reston, Virginia 22091
- *Mental Retardation**, 5201 Connecticut Avenue NW, Washington DC 20015
- Merrill Palmer Quarterly**, 71 East Ferry Avenue, Detroit, Michigan 48202
- Momentum**, 350, One Dupont Circle, Washington DC 20036
- Music Educators Journal**, 1902 Association Drive, Reston, Virginia 22091
- NASSP Bulletin**, 1904 Association Drive, Reston, Virginia 22091
- National Elementary Principal**, 1501 North Moore Street, Arlington, Virginia 22209
- The New Beacon**, 224 Great Portland Street, London W1N/AA, England
- *New Outlook for the Blind**, 15 West 16th Street, New York, New York 10011
- Notre Dame Journal of Education**, PO Box 686, Notre Dame, Indiana 46556
- Nursing Outlook**, 10 Columbus Circle, New York, New York 10019
- Optometric Weekly**, 5 North Wabash Avenue, Chicago, Illinois 60602
- Parents Voice**, Journal of the National Society of Mentally Handicapped Children, Pembroke Square, London W2 4EP, England
- Peabody Journal of Education**, George Peabody College for Teachers, Nashville, Tennessee 37203
- *Pediatrics**, PO Box 1034 Evanston, Illinois 60204
- **Personnel & Guidance Journal**, 1607 New Hampshire Avenue NW, Washington DC 20009
- Phi Delta Kappan**, 8th & Union Streets, Bloomington, Indiana 47401
- *Physical Therapy**, 1156 15th Street NW, Washington DC 20005
- Pointer**, PO Box 131, University Station, Syracuse, New York 13210
- Psychology in the Schools**, 4 Conant Square, Brandon, Vermont 05733
- Psychology Today**, PO Box 2990, Boulder, Colorado 80302
- Quarterly Journal of Speech**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- **Reading Research Quarterly**, 6 Tyre Avenue, Newark, Delaware 19711
- Reading Teacher**, 6 Tyre Avenue, Newark, Delaware 19711
- Rehabilitation Digest**, One Yonge Street, Suite 2110, Toronto Ontario M5E 1E8, Canada
- Rehabilitation Gazette**, 4502 Maryland Avenue, St. Louis, Missouri 63108
- *Rehabilitation Literature**, 2023 West Ogden Avenue, Chicago, Illinois 60612
- Rehabilitation Teacher**, 88 St. Stephen Street, Boston, Massachusetts 02115
- Remedial Education**, 5 Netherlee Street, Glen Iris, Victoria 3146, Australia
- Review of Educational Research**, 1126 16th Street NW, Washington, DC 20036
- **Scandinavian Journal of Rehabilitation Medicine**, Gamla Brogatan 26, Box 62, S-101 20 Stockholm 1, Sweden
- Schizophrenia Bulletin**, 5600 Fishers Lane, Rockville, Maryland 20852
- School Media Quarterly**, 1201-1205 Bluff Street, Fulton, Missouri 65251
- *Sight Saving Review**, 79 Madison Avenue, New York, New York 10016
- Sign Language Studies**, Linstock Press, 9306 Mintwood St., Silver Spring, Maryland 20901
- *Slow Learning Child**, St. Lucia, Brisbane 4067, Australia
- **Social Work**, 49 Sheridan Avenue, Albany, New York 12210
- Southern Journal of Educational Research**, Box 107, Southern Station, Hattiesburg, Mississippi 39401
- Special Children**, American Association of Special Educators, 107-20 125th Street, New York, New York 11419
- *Special Education: Forward Trends**, National Council for Special Education, 12 Hollycroft Avenue, London NW3 7QL, England
- Special Education in Canada**, Parkway V S, 1 Danforth Avenue, Toronto, Ontario, Canada
- Speech Monographs**, Speech Communication Association, Statler Hilton Hotel, New York, New York 10001
- Teacher**, 22 West Putnam Avenue, Greenwich, Connecticut 06830
- Teacher of the Blind**, Royal School for the Blind, Church Road North, Wavertree, Liverpool L156TQ, England
- Teacher of the Deaf**, 59 Topsham Road Exeter EX2 4NF, England
- Teachers College Record**, 525 West 120th Street, New York, New York 10027
- **TEACHING Exceptional Children**, 1920 Association Drive, Reston, Virginia 22091
- *Volta Review**, 3417 Volta Place NW, Washington, DC 20007
- Young Children**, 1384 Connecticut Avenue NW, Washington, DC 20009

HANDICAPPED CHILDREN

ABSTRACT 11288

EC 002 638 ED 022 306
 Publ. Date 66 511p.
 Redl, Fritz
When We Deal with Children: Selected Writings.
 EDRS not available
 The Free Press, 866 Third Avenue, New York, New York 10022 (\$8.95).

Descriptors: exceptional child education; delinquency; emotionally disturbed; psychotherapy; environmental influences; behavior problems; behavior change; reactive behavior; group dynamics; delinquent rehabilitation; self concept; delinquency; discipline; sex education; group therapy; adolescents; children

Expousing an interdisciplinary approach, the book contains selected writings, lectures, and speeches concerning clinical work with disturbed children and adolescents in institutional settings. Editorial comment introduces each of the following sections: a survey of the tirement; pension problems; legislation; capacities of the older disabled worker; expanding vocational opportunities for the older disabled person; vocational counseling; education and training; sheltered workshop; placement; volunteer services and crafts; and community programs. Ten generalizations are drawn from the literature and four recommendations are made. A bibliography cites 169 items. (MK)

ABSTRACT 11513

EC 003 654 ED 029 411
 Publ. Date 08 Mar 69 39p.
 Gordon, Sol
Facts About Sex for Exceptional Youth.
 EDRS not available
 New Jersey Association For Brain Injured Children, 61 Lincoln Street, East Orange, New Jersey 07017 (\$2.95).

Descriptors: exceptional child education; sex education; sex (characteristics); handicapped children; physical characteristics; sex differences; contraception; instructional materials; parent role; human body; health education; adolescents

Designed for handicapped adolescents and young adults and for their parents, the book discusses sex using frank vocabulary and illustrations. Suggestions are made for parents on providing sex education, the objectives of the book are stated, and an introduction for youth is provided. Topics covered are sexual intercourse, male and female development, the development of the fetus, love, sex before marriage, sex problems, and the prevention of pregnancy. Different words used in connection with sex are mentioned. Twenty-nine references are cited. (LE)

ABSTRACT 11660

EC 002 945 ED N.A.
 Publ. Date 68 445p.
 Barsch, Ray H.
The Parent of the Handicapped Child; The Study of Child-Rearing Practices. American Lecture Series.
 Easter Seal Development Center, Milwaukee, Wisconsin
 National Institute Of Mental Health (DHEW), Bethesda, Maryland
 EDRS not available
 P-M-3750
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703 (\$11.50).

Descriptors: exceptional child research; handicapped children; family (sociological unit); child rearing; rating scales; minimally brain injured; blind; cerebral palsy; deaf; mongolism; demography; parent attitudes; identification; communication (thought transfer); self care skills; discipline; sex education; community relations; parental aspiration; religion

A report of a 3-year study of the parents of blind, deaf, mongoloid, brain injured, and cerebral palsied children investigates child rearing practices. The data collection process and the demography of the five populations are discussed. Information is also provided on the following: identification and early infanviews with 271 delinquent boys and girls in 42 Michigan counties about their experiences in juvenile court. Some of these children considered school unimportant and education unnecessary, some wanted an education but felt unwanted by the schools, some were critical of authority figures, and most agreed that probation could do a good job if accompanied by a planned program. Their views of authority figures, including policemen, judges, probation officers, and principals, are summarized; suggestions are made for cooperation between school and court. (RK)

ABSTRACT 32575

EC 03 2575 ED N.A.
 Publ. Date 71 224p.
 Ayrault, Evelyn West
Helping the Handicapped Teenager Mature.
 EDRS not available
 Association Press, 291 Broadway, New York, New York 10007 (\$6.95).

Descriptors: handicapped children; adolescents; maturation; personal adjustment; social relations; emotional problems; sexuality; vocational adjustment; parent education

Written for parents, teachers, therapists, and the handicapped teenager or young adult himself, the book is intended to

help the handicapped person deal with common daily problems and manage the difficult adolescent years. Attention is given to ways and means by which handicapped adolescents can achieve the independence and maturity necessary to face the responsibilities of adulthood. Achievement of independence through increased experience and enhanced self-esteem is encouraged. Some of the broad areas discussed include frustration, personality problems, psychological assistance, problems of handicapped girls, problems of handicapped boys, self-care skills, sex education and sexual urges, education and vocational training, social maturity, and recreation. Appended are directories of rehabilitation services, camps for the handicapped, and colleges having special facilities for handicapped students. (KW)

ABSTRACT 40445

EC 04 0445 ED N.A.
 Publ. Date 71 37p.
 Bass, Medora S.; Lang, Joyce
Sex Education for the Handicapped and an Annotated Bibliography of Selected Resources.
 EDRS not available
 E. C. Brown Center for Family Studies, 1802 Moss Street, Eugene, Oregon 97403 (\$1.00).

Descriptors: exceptional child education; handicapped children; sex education; family life education; annotated bibliographies; bibliographies; resource guides

The bibliography and resource guide is intended to provide pertinent references to teachers, counselors, or parents dealing with the education of the handicapped child in the area of family life and/or sex education. Following a reprinted article by Medora S. Bass on sex education for the handicapped, an annotated bibliography of selected resources is presented. Listed are books and pamphlets, journals and periodicals, special papers and reports, and multimedia resources. Complete addresses of publishers, producers, or distributors are given. Cost and approximate number of pages are indicated when known. A separate annotated section lists curriculum guides developed for family life and/or sex education of the handicapped. With a few exceptions, materials listed have been published since 1965. (KW)

ABSTRACT 41940

EC 04 1940 ED N.A.
 Publ. Date 72 2p.
 Young, B. M.
Sex and the Handicapped Adolescent.
 EDRS not available
 Rehabilitation Digest: V3 N4 P12-3 Sep 1972

Descriptors: exceptional child education; physically handicapped; sex education; sexuality; counseling; marriage; physicians; adolescents; young adults

A physician discusses the need for sex education and marriage counseling among handicapped adolescents and young adults. Recounted are two cases in which he advised a 19-year-old girl with muscular dystrophy and a quadriplegic 17-year-old boy. Given are the physician's answers to the physically handicapped adolescents' answers concerning ability to have sexual relations and to produce or bear a child. The two cases are cited as illustrations of the handicapped adolescent's desire for knowledge in the area of sex and sexuality. Urged is the need to provide frank and honest discussion and to help families understand that their handicapped children have thoughts of sex and marriage similar to those of the nonhandicapped. (KW)

ABSTRACT 50607

EC 05 0807 ED N.A.
Publ. Date Win 71 4p.
Gordon, Sol
Missing in Special Education: Sex.
EDRS not available
Journal of Special Education; V5 N4
P351-54 Win 1971

Descriptors: exceptional child education; handicapped children; educational needs; sex education

The author argues that sex education is an important and much needed component of special education programs. Lack of knowledge about sex is said to make handicapped children the most vulnerable segment of youth in regard to sexual exploitation and pathology. The efforts of groups opposing sex education in public schools are noted. Typical questions of culturally disadvantaged young persons are listed. It is urged that exceptional children be informed through appropriate educational channels about conception, contraception, venereal disease, genetics, and voluntary sterilization. (For related articles, see also EC 050 608 through EC 050 613.) (GW)

ABSTRACT 50609

EC 05 0609 ED N.A.
Publ. Date Win 71 3p.
Blom, Gaston E.
Some Considerations About the Neglect of Sex Education in Special Education.
EDRS not available
Journal of Special Education; V5 N4
P359-61 Win 1971

Descriptors: exceptional child education; handicapped children; sex education; educational needs

The author states that handicapped individuals must receive honest and comprehensive sex education to enable them to behave appropriately. Lack of parental concern about sex education is said to reflect the tendency for parents to keep handicapped children dependent. It is stressed that discussion about sex must contain words and ideas suited to the individual's understanding. Questions relating to birth control and sterilization are considered briefly. (For related articles, see also EC 050 607, EC 050 608 and EC 050 610 through EC 050 613.) (GW)

ABSTRACT 60596

EC 06 0596 ED N.A.
Publ. Date Jan 74 6p.
Maddock, James
Sex Education for the Exceptional Person; A Rationale.
Exceptional Children; V40 N4 P273-8 Jan 1974

Descriptors: exceptional child education; sexuality; sex education; social attitudes; social change; handicapped children; self actualization; personality; socialization; maturation

Sexuality of exceptional persons is examined in relation to changes in social attitudes and reasons for providing sex education and guidance. Discussed are sex role behavior (currently undergoing significant change) and genital activity (central to the erotic revolution). Negative attitudes toward sexual expression in exceptional persons are said to be based on concern about reproductive capacities, consideration of sex as a biological drive state, and the 'custodial' mentality which focuses on treatment aimed at symptom elimination rather than prevention. Noted are implications of the recent concept of self fulfillment for providing the retarded with sex education. The following four reasons for educating exceptional persons about sexuality are given: sex education occurs naturally in every individual life and needs to be guided; sexuality can be significant in care and treatment; interpersonal aspects of sex provide a socializing factor; and parents desire help with sexual aspects of their children's lives. Four guidelines for dealing with sexuality of exceptional persons include understanding sexuality in relation to physical, mental, emotional, and social development; and fostering a morality to encourage personal autonomy within the limits of the individual's capacity for social and interpersonal responsibility. (MC)

ABSTRACT 61339

EC 06 1339 ED N.A.
Publ. Date Feb 74 7p.
Diamond, Milton
Sexuality and the Handicapped.
Rehabilitation Literature; V35 N2 P34-40
Feb 1974

Descriptors: exceptional child education; sexuality; expectation; communication (thought transfer); affective behavior; handicapped children; adolescents; sex education; self expression; self concept; adults

Focused on in a discussion of sexuality and the handicapped are perspectives of various individuals or groups, specific problems and issues in sexual expression, and recommendations for handling sexual problems. The difference between public and private sexuality is explained, as are the separate concerns attendant to genital satisfaction, love, reproduction, and marriage; different needs at different life stages; and perspectives of the client, the professional, the agency, the family, and the person who to whom the client directs attention. Specific issues that must be dealt with within the perspectives are seen to be performance and expectations, guilt, and communication. A dialogue with four variously handicapped males, a female, and a professional is given to demonstrate how separation of expectations and capabilities is narrowed when guilt feelings are lessened. Recommended for improvement of anyone's sexual life are increased communication, decreased guilt about anything mutually satisfying, and education for dealing with sexual issues. (MC)

ABSTRACT 61971

EC 06 1971 ED N.A.
Publ. Date May 74 3p.
Burleson, Derek L.
Starting a Sex Education Program: Guidelines for the Administrator.
New Outlook for the Blind; V68 N5
P216-8 May 1974

Descriptors: exceptional child education; visually handicapped; sex education; program development; administration; program planning; guidelines; resource guides

The school or agency administrator bears the primary responsibility for the successful implementation of a family life and sex education program for the visually handicapped. An advisory committee, adequate publicity and public relations, provision of specialized training (including the budgeting of time and funds) and appropriate materials, and the careful selection of teaching staff are important areas with which the effective administrator must concern himself. A new Resource Guide put out by the American Foundation for the Blind and the Sex Information and Education Council of the U.S. would be an appropriate working document for administrative advisory committees. (Author/DB)

ABSTRACT 2879

EC 06 2879 ED N.A.
 Publ. Date 74 10p.
 Gordon, Sal
Sexual Rights for the People...Who Happen to Be Handicapped.
 Human Policy Press, Box 127, Syracuse, New York 13210 (\$5.50).

Descriptors: exceptional child education; handicapped children; institutionalized (persons); sexuality; sex education; civil rights

The essay on the sexual rights of handicapped persons elucidates basic principles of sex education and specifies certain problems encountered in institutions. It is suggested that sex education should include discussions of feelings, attitudes, and behavior as well as dissemination of facts on reproduction, sexual intercourse, or differences between males and females. Institutions are faulted for expending staff energy in preventing masturbation, and homo- and hetero-sexual behavior, rather than in organizing comprehensive sex education programs. Such basic rights are advocated as the right to access to information on sexuality and birth control and the right to enjoy masturbation as a normal expression of sexuality. (GW)

ABSTRACT 2044

EC 07 2044 ED N.A.
 Publ. Date 74 206p.
 Gordon, Sol

The Sexual Adolescent: Communicating with Teenagers About Sex.
 Duxbury Press, 6 Bound Brook Court, North Scituate, Massachusetts 02060 (\$7.50 Hard Copy, \$3.95 Paperback)

Descriptors: exceptional child education; handicapped children; sex education; adolescents; contraception; guidelines; parents; teachers; statistical data; educational needs;

A child psychologist offers guidelines to parents, educators and counselors wishing to communicate effectively with adolescents about sex. Adult responsibilities to communicate information on sex are examined in relation to fears of encouraging sexual activity, to the knowledge that teenagers have about sex, to teenage opinions on sex, to the prevalence of noncommunicative parents, and to ways in which parents can communicate with teenagers on sex. A chapter on what adolescents need to know considers sexual ignorance among teenagers, and college students, questions typical of rural and urban youth, basic facts about sex, an approach to sex education, and the persons responsible for sex education. Discussed are consequences of pregnancy for unwed adolescent mothers, physical and mental health risks for such mothers and their children, reasons that adolescent girls become pregnant, and difficulties of providing sex education to disadvantaged youth. The effectiveness, safety and availability of contraceptive devices are explored. Abortion is discussed in relation to the Supreme Court's decision, to antiabortion campaigns, to the effects of liberalized abortion laws, and to the effects of abortion on adolescents. Clinical manifestations, prevalence, prevention and treatment of venereal disease are explained. Suggestions are made for services appropriate to family planning organizations and to educational institutions. Special factors relevant to sex education of exceptional children are identified, as are various religious viewpoints concerning sex education and practices. Appendixes present the principal recommendations of the Commission on Population Growth and the American Future and of the National Commission on Venereal Disease. A selected list of resources notes relevant books, manifestations, prevalence, prevention and treatment of venereal disease, national organizations with a concern for human sexuality, federal programs, religious organizations and publications, and resources for exceptional youth. (GW)

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ABSTRACT 2192

EC 07 2192 ED N.A.
 Publ. Date 75 213p.
 Johnson, Warren R.
Sex Education and Counseling of Special Groups: The Mentally and Physically Handicapped, Ill and Elderly.
 Charles C. Thomas, 301 East Lawrence Avenue, Springfield, Illinois 62717 (\$12.50)

Descriptors: exceptional child education; mentally handicapped; physically handicapped; older adults; sex education; sexuality; counseling; guidelines;

Guidelines are provided on appropriate sex education and counseling techniques for the mentally and physically handicapped, the ill and the elderly. Introductory chapters discuss attitudes toward sex among the above groups of persons; the impact of the sexual revolution on those groups; difficulties in defining normal sexuality due to disparities among subjective, moral and cultural norms; three philosophies concerning sex education and the counseling of special groups which advocate eliminating, tolerating or cultivating sexuality; and precautions to be taken in counseling special groups. Brief chapters pose questions and answers on such topics as nudity, masturbation, homosexuality, child molestation, pornography, sex without intercourse, contraception, abortion, paid sexual companions, and parenthood by special group members. For example, in reference to paid sexual companions, the author raises the following questions: Have prostitutes actually been used routinely for the benefit of special group members? What about such practices for girls and women? What about the matter of training or coaching of the paid sexual companion? and Do you anticipate the increased use of sexual companions for members of special groups? (GW)

ABSTRACT 2259

EC 07 2259 ED N.A.
 Publ. Date 75 2p.
 Collins, Marilyn
Handicapped Need Intimacy and Marriage Too.

Special Education in Canada; V49 N2 P8-9 Win75

Descriptors: exceptional child education; handicapped children; young adults; adults; sexuality; marriage; social attitudes; discriminatory attitudes (social); psychological needs;

Examples are cited to show that handicapped individuals have the same needs for intimacy and marriage that nonhandicapped persons do. Examples also point up the obstacles placed in the way of the fulfillment of such needs by institutional rules and social attitudes. (GW)

ABSTRACT 2479

EC 07 2479 ED N.A.
 Publ. Date 72 281p.
 Kestenberg, Judith; And Others
The Adolescent: Physical Development, Sexuality and Pregnancy.
 MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$17.00)

Descriptors: exceptional child services; mentally handicapped; emotionally disturbed; females; adolescents; personality development; physical development; self concept; pregnancy; psychological characteristics; program descriptions; medical treatment; prevention; sexuality;

Collected are 29 papers about the effects of physical development on adolescent personality and about aspects of pregnancy in adolescents. Authors discussing physical development consider such issues as the following: obesity among adolescents (S. Hammar), attempted suicide and body image (D. Lester), the stereotype and reality of masculinity in America (R. Luce, Jr.), and ego functioning at the onset of puberty (H. Peskin). The 16 papers on pregnant adolescents address such issues as the following: an experimental contraceptive service unit (F. Gobble et al.), rheumatic heart disease and pregnancy in adolescent rheumatic fever patients (L. Gordis et al.), somatic concomitants of depression (R. Waggoner et al.), the young adolescent as an obstetric risk (J. Zackler et al.), and the characteristics and problems of 44 noninstitutionalized adolescent retardates. (GW)

ABSTRACT 2822

EC 07 2822 ED N.A.
 Publ. Date May 75 5p.
 Kempton, Winifred
Sex Education: A Cooperative Effort of Parent and Teacher.
 Exceptional Children; V41 N8 P531-5 May 1975

Descriptors: handicapped children; sex education; parent role; teacher role; exceptional child education; values; sexuality;

Discussed are the roles of parents and teachers in sex education for the exceptional child. It is explained that teachers should provide supplements to parental instruction. Cited is the willingness of most parents to cooperate in this effort, and suggested are ways to involve them in the program. Described are the teachers' responsibilities to parents and the

importance of respecting parental concerns especially toward such controversial subjects as masturbation and homosexual behavior. (CL)

ABSTRACT 3022

EC 07 3022 ED N. A.
Publ. Date 73 52p.

Film Resources for Sex Education.
Behavioral Publications, Inc., 72 Fifth Avenue, New York, New York 10011 (\$3.95)

Descriptors: general education; sex education; sex differences; sexuality; contraception; maturation; physical development; psychological needs; normalization (handicapped); films; filmstrips; audiovisual aids; marriage;

The guide lists approximately 160 film resources for sex education for audiences from the preschool through the adult level. Films, film strips, slides, and transparencies are listed alphabetically by title and listings usually contain descriptive information, recommended audience level, purchase or rental prices, and distribution sources. Also included are a directory of distributors and a combined subject and audience level index. Among the subject categories covered are reproduction, sexual development (including emotional aspects), premarital sex, marriage and family life, family planning, childbirth, venereal disease, and sex education for the handicapped. (LH)

ABSTRACT 3065

EC 07 3065 ED N. A.
Publ. Date 3pr 75 6p.

Bidgood, Frederick E.

Sexuality and the Handicapped.

Journal for Special Educators of the Mentally Retarded; V11 N3 P199-203, 208

Descriptors: exceptional child services; handicapped children; sexuality; discriminatory attitudes (social); social adjustment; self concept; normalization (handicapped); psychological needs;

Considered are the development of the handicapped person's sexual self concept and the professional's role in providing opportunities for sexual expression and relationships. It is explained that society has traditionally repressed sexual expression among the disabled, and that professionals must work for social acceptance of the sexual nature of this population. (CL)

ABSTRACT 3335

EC 07 3335 ED N. A.
Publ. Date Jul 75 4p.

Nigro, Giovanna

Sexuality in the Handicapped: Some Observations on Human Needs and Attitudes.

Rehabilitation Literature; V36 N7 P202-205

Descriptors: handicapped children; educational needs; sexuality; changing attitudes; sex education; exceptional child education; public opinion; parent role; professional occupations; psychological needs;

Sexuality in the handicapped is discussed in terms of physical and emotional needs, reevaluation of cultural attitudes, and parental and professional roles regarding sex education. The author emphasizes that handicapped individuals should be educated to understand their sexual identities and should be provided with sufficient information to promote sexually responsible behavior. (LH)

AURALLY HANDICAPPED

ABSTRACT 10310

EC 002 185 ED 017 116
 Publ. Date Sep 66 58p.
 Withrow, Frank B.; Lisensky, Robert
The Development of a Sex Education Curriculum for a State Residential School for the Deaf.
 Illinois School For The Deaf, Jackson-ville
 OEG-32-23-0000-1030
 EDRS Price 0.50;2.40

Descriptors: exceptional child research; aurally handicapped; curriculum; sex education; educational programs; curriculum development; residential schools; deaf; children; curriculum research; curriculum planning; curriculum design; state schools; elementary grades; instructional materials; secondary grades; adolescents; evaluation; curriculum evaluation; program evaluation; teacher workshops; information dissemination; texts; pretesting; post testing

To counteract the negative attitudes and abnormal atmosphere among deaf children in residential schools, a sex education curriculum was developed by a study group composed of teachers of the deaf, social hygiene personnel, and a sociologist. A control group was obtained from the Indiana School for the Deaf matching factors such as age, sex, achievement, and IQ with an experimental group from the Illinois School for the Deaf. The K-12 sex education curriculum was presented to the experimental group. Films and existing materials were adapted for use with the deaf whenever possible. Classes were mixed rather than separated by sex. The class on the elementary level (ages 6 to 11) focused on family relationships and growth patterns, the adolescent class (ages 12 to 15) dealt with the concepts of entering adolescence and becoming adult, and the high school level (ages 16 to 18) focused on preparation for and acceptance into adult society. A pretest and a posttest were given. The adolescent and high school test was designed to measure information and attitudes covered in the materials developed in the social and personal hygiene curriculum guides. The test for the elementary groups was designed as a nonverbal pictorial test. The experimental group of adolescents and the experimental high school age group scored significantly better (.01 level of confidence) on the posttest than the control group. Testing material may have contributed to the lack of significant difference on the elementary level. The materials and curriculum were evaluated and revised for general distribution by a study group after the experiment. The results of the experiment were also disseminated in a series of workshops. Suggestions for aiding other schools in establishing sex education programs are provided, including an inservice training program for both the academic and residential staffs and participation by the community and the parents. Sample tests, questionnaires, and responses are included. (AA JD)

ABSTRACT 22811

EC 000 324 ED N.A.
 Publ. Date May 66 11p.
 Craig, William N.; Anderson, Peter E.
The Role of Residential Schools in Preparing Deaf Teen-Agers for Marriage.
 EDRS not available
 American Annals Of The D V111
 N3 P488-98 May 1966

Descriptors: exceptional child research; aurally handicapped; curriculum; health; residential schools; adolescents; sex education; educational programs; educational policy; social experience; dating (social); family life education; questionnaires; teenagers; homemaking education; parent school relationship; administrative policy

An assessment of the special problems in the residential school's responsibility in preparing deaf teenagers for marriage, the study considered the communication problem imposed by deafness and the social restrictions imposed by residential living. Existing policies and programs of residential schools for the deaf on dating and social relationships and on family life education were examined. A questionnaire was mailed to the administrators of the 66 residential schools for the deaf in the United States, and returns from 91.7% of these schools were evaluated. The first section of the questionnaire dealt with the schools' policies and programs concerning dating and social relationships among teenage students. The second section asked questions regarding family life education. The results indicated much higher agreement by the administrators on provisions for dating and social relationships than on family life education. Only about half of the schools, however, permitted dating off campus although 85% allowed some dating. Although homemaking was part of the curriculum of 93.3% of the schools, assistance in identifying the important considerations in selecting a marriage partner was offered in only 36.7%. Formal provisions for sex education were established in half of the schools while informal sex information was provided in 91.7% of the schools. One-third of the administrators indicated that they were uncertain about parental attitudes toward sex education in the school. In all, the role of the residential school for the deaf in preparing teenagers for marriage appeared to rest upon the administrators' assessment of the need for such a program. The development of closer relationships with the parents would provide a base for evaluating any provisions and programs. Included in the study are eight tables, a comparison of its findings with findings in K.F. Altshuler's study (1963), selected comments by administrators, and a full copy of the questionnaire. (JD)

ABSTRACT 31580

EC 03 1580 ED N.A.
 Publ. Date Feb 71 6p.
 Hill, Arlene
Some Guidelines for Sex Education of the Deaf Child.
 EDRS not available
 Volta Review; V73 N2 P120-5 Feb 1971

Descriptors: exceptional child education; aurally handicapped; sex education; parent role; child development; child rearing; sexuality

The author suggests positive steps parents can take to educate a deaf child about sex and help him adjust to his developing personality and bodily changes. Stages of development of sexual feeling in children are described in conjunction with behavior patterns which can be expected in the child between infancy and age 6 years. Suggestions include providing the child with a vocabulary for communication about sex, early introduction in other contexts of the more difficult concepts the child will need later to understand reproduction, and recognition that, since the deaf child learns much through nonverbal communication, the parents' actions in a loving home environment can serve as a constant, positive form of sex education. (Author/KW)

ABSTRACT 60281

EC 06 0281 ED N.A.
 Publ. Date Nov 73 11p.
 Miller, Anne Small
'If I Have a Daughter...': The Sex Education Program for Teenagers at Clarke School.
 EDRS not available
 Volta Review; V75 N8 P493 503 Nov 1973

Descriptors: exceptional child education; aurally handicapped; childhood; adolescents; sex education; program descriptions

After 16 years of a sex education program at Clarke School (Northampton, Massachusetts) the leaders are continuing to make every effort to prepare the hearing impaired boys and girls, ages 10 to 17 years, to adjust positively to the constantly changing society in which they will live. It is their hope to present facts clearly and accurately and to stimulate thinking for a long range view of life values so the young people will develop a sense of responsibility, respect for others, and a positive attitude toward sexuality. It is hoped that the students will accept sexuality as a vital force for a rich and useful life. To accomplish this goal all adults connected with the program must be involved and be willing to present material, to discuss and encourage discussion, and to keep an open mind as the changing mores are considered. A bibliography of recommended materials for use in a sex education and hygiene course is included. (Author)

ABSTRACT 2245

EC 06 2245 ED 093 124
 Publ. Date Mar 72 90p.

Stewart, Larry G., Ed.

Perspectives in Education of the Deaf.
 Council of Organizations Serving the Deaf, Washington, D. C.
 Social and Rehabilitation Service (DHEW), Washington, D. C. Rehabilitation Services Administration.
 EDRS mf, hc

Proceedings of National Forum V, Council of Organizations Serving the Deaf (Memphis, Tennessee, February 29-March 3, 1972).

Superintendent of Documents, U.S. Government Printing Office, Washington, D. C. (Stock Number 1760-00118, \$.95)

Descriptors: exceptional child education; deaf; conference reports; communication (thought transfer); educational objectives; aurally handicapped; national organizations; innovation; sensitivity training; educational philosophy; language development; teaching methods; school role; parent role; counseling

Reported are proceedings of the fifth national forum (1972) of the Council of Organizations Serving the Deaf which had a registration of more than 500 parents, deaf adults and youth, and professionals. Stated among purposes of the forum are stimulating new developments in education of the deaf. The keynote speech entitled 'Love-In' addresses the need for a person to love and respect deaf children and self in order to help deaf children. Listed are responses by participants to 25 topics such as Summerhill, total communication, and parent education. 'What is learning' is the focus of discussions in areas such as nonverbal communication, the school's role, parent education, and teacher education. The deaf person and learning is discussed in relation to learning to learn and developing sensitivity to issues and problems. Language and communication are examined in terms such as language input and output, and differentiation between language and communication. Listed are participants' comments on incidental learning, linguistic communities, and the role of deaf children's parents. Discussed are changing educational objectives, teacher training, counseling, educational systems, teaching methods, recent educational innovations, and student involvement. Listed are participants' statements on school administration, dormitory living, faculty and student committees, and continuing education. Reviewed are communication methods such as Ameslan and auditory training. Commented on are sex education, religious education, drugs, and higher education. Reported from the junior 'rap' are views on topics such as communication, counselors, and parents. (MC)

ABSTRACT 2824

EC 06 2824 ED 095 691
 Publ. Date Jun 74 806p.

Davis, Ferne E., Ed.

Report of the Proceedings of the Forty-Sixth Meeting of the Convention of American Instructors of the Deaf; In-

diana School for the Deaf, Indianapolis, Indiana. Convention Theme: 'Educational Crossroads for Deaf Children'.
 EDRS mf, hc

Descriptors: exceptional child education; aurally handicapped; conference reports; vocational education; educational programs; program descriptions; Convention of American Instructors of the Deaf

Presented are proceedings of the 46th (1973) meeting of the Convention of American Instructors of the Deaf. Included are numerous papers and discussions on auditory training, career development, continuing education, reading and language, counseling, curriculum, deaf-blind children, diagnostic assessment, early education, total communication, math, media, psychology, residential programs, day programs, parent education, individualized instruction, and speech. Papers concern such topics as student management at the Model Secondary School for the Deaf, educational films for the hearing impaired, critical variables in programming for deaf-blind children, auditory research at Gallaudet College, and individual reading. Also considered are legal rights of the handicapped, language for the functionally retarded deaf teenager, computer-assisted instruction, financial problems of athletic programs, sex education and drug abuse, and a visual speech training device. (LC)

ABSTRACT 104

EC 07 0104 ED N.A.
 Publ. Date 74 373p.

Pokorny, Daniel H., Ed.

My Eyes are My Ears: A Collection of Papers Delivered at the First International Ecumenical Seminar on the Pastoral Care of the Deaf.

MSS Information Corporation, 655 Madison Avenue, New York, New York 10021 (\$16.00)

Descriptors: exceptional child education; aurally handicapped; deaf; religious education; church preferences; conference reports; church role; clergymen; sociology; psychology; interpersonal relationship; communication (thought transfer); rehabilitation; foreign countries; First International Ecumenical Seminar on Pastoral Care of the Deaf;

The book is a collection of papers delivered at the First International Ecumenical Seminar on the pastoral care of the Deaf in Geneva, Switzerland, August 1971. Part I on Psychological and Sociological Considerations treats deafness, psychotherapy, integration, evangelization, drug addiction, sociology, and psychological problems. Part II on Aspects of Interpersonal Relationships considers parents, youth, deaf parents, sex education, marriage, deaf community and old age. Discussed in Part III on Approaches to Communication and Rehabilitation are Communication, sign language in worship, visual media, teaching abstract religious ideas, the home visit, community activities, leadership, vocational life, and rehabilitation. Papers on Religious Education and Spiritual Development in Part IV cover pastoral care, Baptism, under-

standing God, pre-lingual deaf, Bible instruction, catechism, deaf churches and the integration of the deaf in the church, music in worship, worship services, and funeral services. Two papers on exegetical theology discuss the healing of the deaf man with a speech defect and silence and the word in the bible. Part V on National Reports of work among the deaf discusses Madagascar, Africa, India as well as presenting shorter reports on other areas. (MYS)

DISADVANTAGED

ABSTRACT 20809

EC 004 452 ED N.A.
 Publ. Date 69 304p.
 Anderson, Robert M., Ed. And Others
Instructional Resources for Teachers of the Culturally Disadvantaged and Exceptional.
 EDRS not available
 Charles C Thomas, Publisher, 301-327 East Lawrence Avenue, Springfield, Illinois 62703.

Descriptors: exceptional child education; instructional materials; annotated bibliographies; mathematics; reading; language arts; spelling; social studies; sciences; health education; sex education; safety education; driver education; vocational education; physical education; art; music; handicrafts; home economics; industrial arts; teaching guides

Designed as a reference for general educators, a resource book for teachers of the disadvantaged and exceptional, a textbook, a tool for administrators, and a resource for librarians, the book contains a list of instructional resources which the authors or experienced others had used with positive impressions, plus recent materials. An introduction precedes the entries which are arranged by the following subjects: math; reading and English; listening and speaking; writing and typing; spelling, social studies; science; health, safety, and sex education; occupational education and work study; driver education, physical education and motor learning; art; music; crafts; home arts; industrial arts; and curriculum. For each entry the title, author, type of material, interest level, source, difficulty, and a description are given. Lists of references and of publishers are included. (RJ)

ABSTRACT 22452

EC 005 975 ED N.A.
 Publ. Date 62 615p.
 Riese, Hertha
Heal the Hurt Child.
 EDRS not available
 University Of Chicago Press, 5750 Ellis Avenue, Chicago, Illinois 60637 (\$10.00).

Descriptors: exceptional child education; disadvantaged youth; culturally disadvantaged; educational therapy; family relationship; parent attitudes; emotionally disturbed; sex education; psychotherapy; psychological studies; environmental influences; child psychology; therapeutic environment

The text describes a process of educational therapy used especially with extremely deprived Negro children. Discussions include a history of the educational therapy center, the relationship of the deprived child to his environment, inadequate home conditions, the normal and abnormal psychosocial economy of the family, and comments concerning parents and their attitudes toward therapy. Of major concern are the sex education and maturation of the child, the child's relation to objects, his identity in relation to objects, and the problems of language. The principles of therapy outlined involve the relationship of the child to the psychotherapist, the techniques of the educational therapy center approach, therapeutic education, the child's general introduction to therapy, and the major steps in therapy. An appendix contains a number of case histories. (JM)

ABSTRACT 30065

EC 03 0065 ED N.A.
 Publ. Date 69 406p.
 Broderick, Carlfred B., Ed.; Bernard, Jessie, Ed.
The Individual, Sex, and Society.
 EDRS not available
 Johns Hopkins Press, Baltimore, Maryland 21218 (\$10.00).

Descriptors: reference books; textbooks; sex (characteristics); sex education; contraception; interpersonal relationship; family planning; socialization; program planning; economically disadvantaged; socially deviant behavior; sexuality; behavior problems

Designed as a text and reference book for sex educators, the volume presents information from a number of contributors on pedagogical aspects of sex education, cultural aspects, normal sexual functioning, and sexual problems. Specific topics include sex education trends, sociosexual development, socialization into sexual behavior in a Negro slum, beginning a sex education program, social and psychological aspects, sex education in the community, premarital sex, sex and interpersonal relationships, sex in the culture of poverty, changing concepts of masculinity and femininity, and impact of culture and values. Other topics are human reproduction, human sexual response, family planning, sex errors of the body, masturbation, sexual problems in clinical experience, and problematic sexual behavior. Supplemental readings and a glossary are included. (MS)

EMOTIONALLY DISTURBED

ABSTRACT 1376

EC 03 1376 ED N.A.
 Publ. Date 71 224p.
 Friedman, Alfred S. And Others
Therapy with Families of Sexually Acting-Out Girls.
 EDRS not available
 Springer Publishing Company, Inc., 200
 Park Avenue South, New York, New
 York 10003 (\$7.50).

Descriptors: exceptional child services; emotionally disturbed; adolescents; females; sexuality; family counseling; behavior problems; psychotherapy; family problems; family (sociological unit); therapists; professional education; unwed mothers

The volume originates from a training, curriculum development, and demonstration project entitled Family Counseling for Sexual Behavior Problems of Adolescent Girls, in which the families were treated and counseled by teams of a trainee and his supervisor. The various authors of the chapters were the teaching and supervising therapists. The process and techniques of family treatment are detailed, and the rationale, as well as the method, of treating whole families together is presented. Included are case examples of families with some of the following problems related to the sexual behavior of their daughters: running away, vagrancy, promiscuity, pregnancy out of wedlock, homosexuality, and incest. Problems as well as the progress in the process of family therapy are reported. Perceptions of the process by the trainee therapist and by the experienced supervising family therapist are included. The volume is intended as a practical, specific guide to family counseling and therapy. (KW)

ABSTRACT 2589

EC 03 2589 ED N.A.
 Publ. Date 70 6p.
 Farley, Gordon K.; Goddard, Lenore
Sex Education for Emotionally Disturbed Children with Learning Disorders.
 EDRS not available
 Journal of Special Education; V4 N4
 P445-50 Fall-Win 1970

Descriptors: exceptional child education; emotionally disturbed; learning disabilities; sex education; teaching methods

The article notes that there is apparently a connection between inhibitions related to learning about the human body and learning inhibitions in general, and between inhibitions related to a child's exploration of his environment and inhibitions related to his exploration of his own body. Many children, it is stated, are placed in special education settings because of the inappropriateness of their sexual behavior. Also, sex and the human body are interesting subjects to children and teaching them in the classroom could lead to a generalization of interest in learning. Teaching materials and methods used by the authors are discussed. In general, a group discussion format was used, eliciting the children's questions,

eliciting their fantasies regarding these questions, and correcting these fantasies. Children at different stages of psychosocial development tended to ask different questions. Well-known distortions and misconceptions about the structure and function of the human body emerged, as well as the students' individual concerns and problems. (Author/KW)

ABSTRACT 612

EC 05 0612 ED N.A.
 Publ. Date Win 71 5p.
 Reich, Melvyn; Harshman, Hardwick W.

Sex Education for Handicapped Children: Reality or Repression?

EDRS not available
 Journal of Special Education; V5 N4
 P373-7 Win 1971

Descriptors: exceptional child education; emotionally disturbed; sex education; curriculum design; guidelines; handicapped children; adolescents

Discussed are emotional and psychological considerations relevant to sex education programming for emotionally disturbed (ED) adolescents. Reluctance to work with disturbed adolescents is connected with the associated sexual problems of that age group. The author cautions that sex education curricula for the ED should take into account difficulties with interpersonal relationships as well as distorted perceptions of self and reality. The following guidelines are suggested: sex education curriculum must be carefully planned and presented as part of the general curriculum; material should be team taught by teachers, psychologists, and others; parents should be included in sex education programs; ample opportunity for feedback should be allowed; and sex education should be on an individual as well as a group basis. (For related articles, see also EC 050 607 through EC 050 611, and EC 050 613.; (GW)

ABSTRACT 2713

EC 07 2713 ED N.A.
 Publ. Date Apr 75 5p.
 Farnsworth, Dana L.
Mental and Emotional Disturbances of the Secondary School-Age Student.
 Journal of School Health; V45 N4 P221-5
 Apr 75

Descriptors: exceptional child education; emotionally disturbed; secondary education; drug abuse; delinquency; family problems; sexuality; teacher role;

A physician discusses the teacher's role in working with secondary school students with emotional problems. Problems of drug abuse, family difficulties, delinquency, and sexual promiscuity are considered. (DB)

MENTALLY HANDICAPPED

ABSTRACT 10792

EC 002 907 ED 025 071
 Publ. Date 68 144p.
Programing for the Mentally Retarded. Report of a National Conference (Washington, D. C., October 31 - November 2, 1966).

American Association For Health, Physical Education, And Recreation, Washington, D. C., Project On Recreation And Fitness For The Mentally Retarded
 EDRS mf

American Association For Health, Physical Education, And Recreation, NEA, 1201 16th Street, Washington, D. C. 20036 (\$3.00).

Descriptors: exceptional child services; physical education; mentally handicapped; recreation; program planning; physical activities; sex education; developmental programs; financial support; community involvement; resource materials; day care services; equipment; state programs; community programs; motor development; physical education facilities; recreational programs; recreational facilities

Papers and presentations on physical education and recreation for the mentally retarded consider programs in Norway, the importance of physical activity, the physical educator as a member of the special education team, and the team approach in programing. The following are also treated: recreation and day care for the severely retarded in a community setting, a community recreation team approach to programing, play facilities and equipment, a program of developmental motor activities, support for recreation programs, and physical education programs. Additional information is provided concerning financial assistance and resource material available from the U.S. Office of Education, preparation of grant proposals, and comprehensive state planning in mental retardation. The role of motor activities in programs for retarded and educationally handicapped children is assessed, as are community/residential facility cooperation, recreation planning for retarded adults, scouting, recreation for the severely and profoundly retarded, sex education, and the challenge to action. Reactions, questions and answers, and group and special interest discussions are included. (JD)

ABSTRACT 10793

EC 002 931 ED 025 872
 Publ. Date (67) 302p.
 Meyen, Edward L.; Carr, Donald L.
A Social Attitude Approach to Sex Education for the Educable Mentally Retarded. In-Service Training Materials for Teachers of the Educable Mentally Retarded, Session III.
 Iowa State Department Of Public Instruction, Des Moines;

Iowa University, Iowa City, Special Education Curriculum Development Center

Office Of Education (DHEW), Washington, D. C.

EDRS mf, hc

OEG-3-7-002833-0499

BR-6-2883-6

Descriptors: exceptional child education; mentally handicapped; health; adjustment (to environment); curriculum; social attitudes; social values; educable mentally handicapped; interpersonal competence; personal growth; emotional development; physical development; social development; health education; sex education; curriculum guides

Designed for educable, mentally handicapped children, these lessons on social attitudes stress sex education and also present broader coverage of information relevant to the development of social skills. The pre-primary unit, for ages 4 to 7, includes lessons on healthy body image, proper toilet habits, male and female roles, sequence of growth, respect for others, and good self-image. Social development, growth, differences in people, understanding negative feelings, and human reproduction are covered in the primary section, for ages 7 to 9. The intermediate section, for ages 9 to 13, treats embryo and fetal development, social and physical development, and emotional and physical aspects of sexual maturation. For the advanced section, intended for ages 14 and over, blocks are given on personality, heredity, environment, basic needs, and emotions; adults, authority, the peer group, dating, premarital sexual relations, venereal diseases, smoking, alcohol, drugs, and sexual deviants; and marriage and family living. The lessons are illustrated and contain lists of resources materials. The guide concludes with a 75-item bibliography, a list of four kinds of instructional aids, and a list of books, pamphlets, and periodicals for suggested reading. (LE)

ABSTRACT 20584

EC 000 123 ED 012 123
 Publ. Date Sep 65 88p.
 Cappello, Joseph F.; Shapiro, Arthur
Employment Orientation and Related Fields. A Curriculum Guide for Teachers of High School Age Educables.
 East Windsor School District, Hightstown, New Jersey
 EDRS mf, hc

Descriptors: exceptional child education; mentally handicapped; vocational education; family (sociological unit); curriculum guides; educable mentally handicapped; secondary grades; prevocational education; consumer education; art; student evaluation; sex education; instructional materials; teaching methods; learning activities

Designed to help teachers prepare retardates for employment, the guide presents employment orientation units on finding a job, holding a job, and protecting workers. Related areas described are taxes, insurance, banking, budgeting, the family, reproduction, and the growing up processes. Each unit contains an outline of curriculum content, suggested classroom activities including arts and crafts and trips, related resource materials, and ways to evaluate student learning. A 130-item bibliography includes books, pamphlets, films, and filmstrips. (VO)

ABSTRACT 20665

EC 003 738 ED N.A.
 Publ. Date Jun 68 4p.
 Dial, Kenneth B.

A Report of Group Work to Increase Social Skills of Females in a Vocational Rehabilitation Program.

EDRS not available

Mental Retardation; V6 N3 P11-1 Jun 1968

Descriptors: exceptional child research; mentally handicapped; social adjustment; vocational rehabilitation; sex education; group therapy; institutionalized (persons)

A program was designed to prevent the return of mentally retarded girls to the state school after work placements in the home community because of their inability to handle themselves in boy-girl relationships. Over 5 years, the program provided both social adjustment classes emphasizing sex education and therapy groups for self expression and discussion of problems. Participating were 51 girls in the vocational rehabilitation program (mean age 23, mean IQ 64, mean length of institutionalization 6.8 years). The social adjustment classes enrolled nine to 17 girls and met 1 hour weekly for 24 or more sessions; the therapy groups then enrolled six to 10 girls for weekly 90-minute sessions. During the 2 years prior to the project nine girls had been returned to institution for sexual misconduct; of the 51 girls in the group project, only two girls were returned. (LE)

ABSTRACT 20810

EC 004 454 ED 032 673
 Publ. Date (67) 86p.
A Resource Guide in Sex Education for the Mentally Retarded.

American Association For Health, Physical Education And Recreation, Washington, D. C., School Health Division; Sex Information And Education Council Of The United States, New York, New York

EDRS mf, hc

Director, Project On Recreation And Fitness For The Mentally Retarded,

AAHPER, 1201 16th Street, N. W.
Washington, D. C. 20036.

Descriptors: exceptional child education; mentally handicapped; sex education; curriculum guides; instructional materials; program planning; body image; sex characteristics; physical characteristics; sexuality; role perception; social relations; dating (social); social responsibility; peer relationship; child care; pregnancy; marriage; audiovisual aids; books.

A rationale for sex education introduces a curriculum guide which includes suggested steps for developing programs with the retarded and which is organized into curriculum content, sample activities, and resource material. Expanded in outline form are these topics: awareness of self, physical changes and understanding of self, peer relationships, and responsibility to society. The resource section lists printed materials, audiovisual aids, and packets, indicates their pertinence to one or more of the topics, and gives the level of difficulty. A form for evaluating the publication is included. (R)

ABSTRACT 21634

EC 501 080 ED N.A.
Publ. Date Feb 70 6p.
Rosen, Marvin
Conditioning Appropriate Heterosexual Behavior in Mentally and Socially Handicapped Populations.
EDRS not available
Training School Bulletin; V66 N4
P172-7 Feb 1970

Descriptors: exceptional child education; mentally handicapped; sex education; social adjustment; behavior change; teaching methods; reinforcement; socialization; socially deviant behavior.

The treatment of sexually deviant responses and the teaching of appropriate social behavior and sexual role is said to represent two aspects of the same problem. It is also noted that sex education programs for the mentally subnormal typically attempt to teach inhibition and control rather than reinforce adequate sexual behavior, and that behavior change should be the ultimate goal of such programs, yet the teaching of factual knowledge is largely ineffective for this purpose. Suggested therapy techniques include systematic desensitization, programed heterosexual experience, role playing, reinforcement for sex-related talk, suggestions to masturbate, and aversive conditioning. Recommended therapeutic goals are to extinguish anxiety associated with appropriate sexual responses, to make deviant responses more aversive, and to substitute more acceptable behavior. (Author)

ABSTRACT 21982

EC 005 392 ED 036 960
Publ. Date 69 43p.
Pattullo, Ann

Puberty in the Girl Who is Retarded.
National Association For Retarded Children, New York, New York
EDRS mlhc
National Association For Retarded Children, 420 Lexington Avenue, New York, New York 10017 (\$1.00).

Descriptors: exceptional child education; mentally handicapped; sex education; females; parent education; contraception; sexuality; ethical instruction; self care skills; hygiene; adolescence; social development; dating (social); marriage; educable mentally handicapped.

Designed to help mothers of mentally retarded girls deal with the problems and concerns of puberty, the booklet provides information on physical and emotional changes, menstruation, masturbation, heterosexual behavior, contraception, protection against sexual aggression, the possibilities of marriage, and additional sources of information. Instruction in menstrual hygiene is presented with diagrams illustrating correct methods of self care during menstruation. Simplified definitions of words for sexual organs and functions are listed. (RD)

ABSTRACT 22218

EC 005 365 ED N.A.
Publ. Date 69 128p.
Egg, Maria
The Different Child Grows Up.
EDRS not available
John Day Company, Inc., 62 West 45th Street, New York, New York 10036.

Descriptors: exceptional child education; mentally handicapped; parent education; young adults; adolescence; sex education; marriage; travel training; emotional adjustment; leisure time; vocational development; family relationship; incidence.

Designed for parents and friends of the mentally handicapped, the text deals with the periods of youth, adolescence, and adulthood. Areas discussed are attitudes toward handicapped children, incidence, growth, puberty, sex education, marriage, travel training, emotional maturity, and the role of the institution. Also of concern are the problems of the handicapped adult, vocational training, sheltered workshops, leisure time activities, and problems inherent in old age. The text is written in easily understood, nontechnical language. (JM)

ABSTRACT 30183

EC 03 0183 ED N.A.
Publ. Date 70 249p.
Brown, Sheldon S., Ed.
Topics in Child Psychology.
EDRS not available
MSS Educational Publishing Company, Inc., 19 East 48th Street, New York, New York 10017 (\$6.25).

Descriptors: child psychology; child development; human development; personality; mothers; child rearing; parent child relationship; intellectual develop-

ment; intelligence tests; mentally handicapped; institutionalized (persons); identification (psychological); role learning; sex education; fathers; motivation; personality development; drug addiction; aggression; art.

Articles and book reviews on several aspects of child psychology are compiled in areas of child, teenage, and adult ages. Articles in the section on theories of human development treat the psychoanalytic theory of psychosexual development, healthy personality, developmental tasks, and growth potentials of the infant. Articles on mothering and mothers discuss babies' need for love, nature of love, breast feeding, leaving children temporarily, the Israeli kibbutz, and the Montessori revival. Aspects of cultural stimulation discussed are verbal abilities, the mammal and his environment, teaching reading by machine, the importance of child treatment, and family size. Intelligence is discussed through papers on intellectual development, stability and change in human characteristics, and intelligence testing. Aspects of identity treated are retarded children, parental and sex roles, role taking, and sex education. Articles on motivation include theory, personality development, origins of personality, violence, and a report by a 12 year old narcotics addict. Techniques for studying children are illustrated by a number of children's drawings, children's compositions, sociograms, a developmental chart, and an article on children's art. (MS)

ABSTRACT 30213

EC 03 0213 ED N.A.
Publ. Date Oct 70 5p.
Sengstock, Wayne L.; Vergason, Glenn A.

Issues in Sex Education for the Retarded.
EDRS not available
Education And Training Of The Mentally Retarded; V5 N3 P99-103 Oct 1970

Descriptors: exceptional child education; mentally handicapped; sex education; ethics; curriculum.

The need for including sex education in the curriculum for the mentally handicapped is discussed. The author believes that in view of changing practices and mores, the social and psychological aspects of sex must be dealt with in addition to the biological processes. Ways of selecting and preparing teachers to handle the subject are dealt with, and suggestions for involving parents are offered. (Author)

ABSTRACT 32040

EC 03 2040 ED 048 720
Publ. Date Apr 71 231p.
Walden, S. Bernie and Others
Social and Sexual Development: A Guide for Teachers of the Handicapped.

Iowa University, Iowa City, Special Education Curriculum Development Center;
Iowa State Department of Public Instruction, Des Moines
EDRS mf,hc

Descriptors: exceptional child education; educable mentally handicapped; sex education; teaching guides; curriculum guides; lesson plans; social development; family life education

Designed to aid teachers in the instruction of social and sex concepts for the educable mentally handicapped, the guide provides suggested lesson plans at the primary, intermediate, and advanced levels. Scope, objectives, specific teaching suggestions, and resource materials are listed for each lesson in such areas as body image, sex role perception, human reproduction, sexual attitudes and practices, hygiene, emotional development, marriage and family life, venereal disease, social situations of peer acceptance and dating, sexual deviation, drug abuse, and premarital sex relations. A related bibliography provides additional sources of information, and appendixes contain charts, bulletin board ideas, worksheets, and diagrams to accompany ideas suggested in the text. A glossary and guide evaluation form are also included. (RD)

ABSTRACT 32197

EC 03 2197 ED N A
Publ. Date 71 35p.
Kempton, Winifred and Others
Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents.
EDRS not available
Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$0.75).

Descriptors: exceptional child education; mentally handicapped; sex education; parent education; contraception

Advice is offered to parents to help them inform and counsel their mentally retarded child in the areas of love, sex, and birth control, with the goal of preparing the child to develop into an adult able to respond to love when and where appropriate. Parents are advised not to overly shelter their child and suggestions are made concerning what and how parents should tell the child about such topics as puberty, masturbation, dating, sexual intercourse, venereal disease, contraceptive methods, abortion, and marriage. Books containing information and moral guidance about sexuality that can be helpful to any parent are recommended in the pamphlet. (KW)

ABSTRACT 32254

EC 03 2254 ED N A
Publ. Date Feb 71 3p.
Goodman, Lawrence and Others
The Parent's Role in Sex Education for the Retarded.

EDRS not available
Mental Retardation, V9 N1 P43-5 Feb 1971

Article Presented at the Northeast Regional Meeting Of the American Association on Mental Deficiency (Pike, New Hampshire, September 17, 1969).

Descriptors: exceptional child research; educable mentally handicapped; sex education; parent role; mentally handicapped; interviews; surveys

The report represents the results of the social work section of an interdisciplinary survey concerned with selected aspects of the sexual development and education of the educable mentally handicapped. Fifteen parents were interviewed in depth. The authors also attempted to synthesize extensive clinical experience in dealing with the problem. Researchers noted that the parents exhibited marked anxiety concerning the issue, had limited knowledge and thus felt inadequate in giving sexual information, and expressed the desire for a sex education program. The necessity for parent participation in programs concerned with sex education was highlighted. (Author/CD)

ABSTRACT 32255

EC 03 2255 ED N A
Publ. Date Feb 71 4p.
Meyen, Edward L.; Fetish, Paul M.
Sex Education for the Mentally Retarded: Influencing Teacher's Attitudes.
EDRS not available
Mental Retardation, V9 N1 P46-9 Feb 1971

Descriptors: mentally handicapped; sex education; teacher attitudes; exceptional child research; workshops; inservice teacher education; behavior change

A workshop approach was used to instruct and influence attitudes of teachers toward sex education for the mentally handicapped. The participants included 42 teachers of whom 16 were special class teachers. The others all had some professional relationship to the mentally handicapped. Methods used were listening triads, lectures, discussion sessions, and material demonstrations. Although a 2-week period of time was not sufficient to cover all curricular aspects of sex education, the participants found the program valuable. A slight trend toward conservatism was noted at the conclusion of the workshop. (Author)

ABSTRACT 32358

EC 03 2358 ED N A
Publ. Date 68 12p.
Gendel, Evalyn S.
Sex Education of the Mentally Retarded Child in the Home.
EDRS not available
National Association for Retarded Children, 2709 Avenue E East, Arlington, Texas 76011.

Descriptors: exceptional child education; mentally handicapped; sex education; parent role; counseling; family attitudes

The booklet's discussion of sex education for mentally retarded children is based on the concept of sex education as education about human sexuality. Sex is defined as something one is, not something one does, and in this context sex education is tied to self-understanding and concerns learning about the totality of being human. How this education proceeds in the family setting is explained, and it is pointed out that the retarded child needs neither overprotection nor exposure to the sexual implications of family life. Generalized suggestions referring primarily to mild retardation and to normally intelligent, accepting families are offered to assist professionals in various disciplines who may be involved in counseling relationships with families containing a retarded child. (KW)

ABSTRACT 32528

EC 03 2528 ED N A
Publ. Date 64 10p.
Bland, J. and Others
How May the Mentally Retarded Be Trained So That Their Sexual Behavior Will Be Generally Acceptable.
National Institute on Mental Retardation, Downsview, Canada
EDRS not available
Canadian Association for Retarded Children, 149 Alcorn Avenue, Toronto, Ontario, Canada (\$0.20)

Descriptors: exceptional child education; mentally handicapped; sex education; behavioral objectives; behavior patterns; sexuality

The report dealing with sex education and training for the mentally retarded discusses the nature and extent of the sexual drive in retarded persons, and considers facts and also some misconceptions about what sexual behavior presently occurs in the retarded. Heterosexual, autoerotic, and abnormal behaviors are covered. General guidelines are presented for the sex education of young and adolescent retardates, and for the moderately (trainable) as well as borderline or mildly (educable) retarded. The guidelines are offered in the light of a consideration of sexual behavior considered acceptable by society. (KW)

ABSTRACT 32720

EC 03 2720 ED 052 561
Publ. Date 71 56p.
A Resource Guide in Sex Education for the Mentally Retarded.
Sex Information and Education Council of the United States, Inc., New York, New York;
American Association for Health, Physical Education, and Recreation, Washington, D. C.
EDRS mf
NEA Publications-Sales, 1201 Sixteenth Street, N. W., Washington, D. C. 20036 (\$2.00).

Descriptors: exceptional child education; mentally handicapped; sex education; resource guides; course content; curriculum; class activities; instructional materials

A practical resource guide rather than a theoretical document, the guide contains information on sex education designed to help parents, professionals, and volunteers working with or teaching the mentally retarded. Guidelines for developmental sequences of instruction and suggestions concerning concepts, content, teaching methods and activities, and instructional materials are presented. The concepts and their associated ideas and materials are presented sequentially, from the easy and basic to the sophisticated, so that materials from the appropriate level can be selected for use with the educable or trainable retarded. Outlined are seven steps for establishing a sex education program in residential or day schools. Following brief discussions of the attitudes and responsibilities of adults involved and of teaching styles, two sample lesson plans are given to show how materials and information can be organized for presentation. Detailed are the component concepts and related activities for four general curriculum areas: awareness of self, physical changes, peer group relationships, and responsibility to society. The extensive list of selected resources includes both printed and audiovisual materials to use with the retarded. (KW)

ABSTRACT 33141

EC 33 3141 ED N.A.
Publ. Date Aug 71 7p.
Floor, Lucretia and Others
Socio-Sexual Problems in Mentally Handicapped Females.
EDRS not available
Training School Bulletin: V68 N2 P106
12 Aug 1971

Descriptors: educable mentally handicapped; social adjustment; sexuality; adjustment problems; adults; research projects; mentally handicapped

Forty-nine previously institutionalized, mentally handicapped females living independently in the community were studied to determine occurrence of sex-related problems leading to social and economic repercussions. A record search of the institutional history of these individuals revealed a relationship between sex-related incidents at the institution and socio-sexual problems occurring shortly after discharge to the community. Sexual acting out within the institution appears to signal a need for guidance in appropriate heterosexual behaviors, an area so far not sufficiently stressed in rehabilitation programs. (Author)

ABSTRACT 40041

EC 04 0041 ED 054 587
Publ. Date 70 41p.
Clark, Mary Jane; Clark, Kenneth
Scandinavian Programs for the Mentally Retarded: How They Work.
Northern Wisconsin Colony and Training School, Chippewa Falls
EDRS mf,hc

Descriptors: exceptional child education; mentally handicapped; educational programs; foreign countries; social adjustment; educational objectives; self care skills; educational facilities; sheltered workshops; sexuality; daily living skills; Denmark; Sweden; Norway

Organizational structure, educational objectives, and general information are presented on educational programs for the mentally handicapped in Denmark, Sweden, and Norway. The basic goal of Scandinavian programs for the mentally handicapped is normalization, with emphasis on social adjustment to prepare retardates for assimilation into community living. Description of Danish programs covers institutional facilities, residents' living quarters, sexual needs, sheltered workshop training, affiliated social workers, hostels, hostel pensionet for 11 mentally retarded couples, Society and Home for the Crippled, special education at Rodovre, and the National Parent Organization. Discussion of Swedish service facilities covers County Council responsibility, individual normalization, several institutions, sexual needs, activities of daily living, sheltered workshops, and staff. Outline of Norwegian programs includes program responsibility for the mentally handicapped on the basis of IQ, private organizations, national organization, craft work, religious teaching, vocational skills, and development of self reliance. Concluding the study are Scandinavian information sources on institutions and agencies, individuals, mimeographed material, and brochures and publications. (CB)

ABSTRACT 40588

EC 04 0588 ED N.A.
Publ. Date 71 134p.
Attwell, Arthur A.; Clabby, D. Ann
The Retarded Child: Answers to Questions Parents Ask.
EDRS not available
Western Psychological Services, 12031 Wilshire Boulevard, Los Angeles, California 90025 (\$5.95).

Descriptors: mentally handicapped; parent education; family problems; child rearing; educational planning; identification; sex education; legal responsibility

Written in question and answer format, the book is based upon questions most frequently asked by parents of mentally retarded children. Principles explained apply to all levels of retardation, but have particular reference to the more severely retarded. The book is intended as a resource manual especially for leaders of parent education courses, teachers, and administrators in school for the retarded who are involved in parent conferences. Questions concern the following topics: definition of mental retardation, causes, diagnosis and referral, MA and IQ, family problems and adjustments, home training of the child, speech, schooling, parent organizations, sex education, institutionalization, vocational planning, and legal provisions. (KW)

ABSTRACT 41991

EC 04 1991 ED N.A.
Publ. Date Jun 72 3p.
Krishef, Curtis H.
State Laws on Marriage and Sterilization of the Mentally Retarded.
EDRS not available
Mental Retardation: V10 N3 P36-8 Jun 1972

Descriptors: mentally handicapped; state legislation; national surveys; marriage; statistical data; legislation; contraception; sterilization

The survey reported reveals the extent to which marriage and sterilization of retarded persons has been legislated. Data are reported for 48 states and the District of Columbia. Findings showed no laws pertaining to marriage of the retarded in 17 reporting states and the District of Columbia; laws prohibiting marriage have been enacted in 12 states; four states have legislation which permits marriage; 15 states gave no information; and two states made no reply. With regard to sterilization, 22 reporting states prohibit while 24 states permit sterilization. (Author)

ABSTRACT 42206

EC 04 2206 ED N.A.
Publ. Date Jun 72 10p.
Steele, Carolyn L.
Sex Role Identity of Adolescent Girls in Foster Homes and Institutions.
EDRS not available
Child Welfare: V51 N6 P375-84 Jun 1972

Descriptors: exceptional child services; disadvantaged youth; adolescents; sex (characteristics); females; role perception; role conflict; mothers; mother attitudes; parent child relationship

The paper focuses on the sequential development of sex role identity of adolescent girls in foster care and institutional placement. Three stages of the life cycle discussed are the oedipal situation in which the girl either accepts or rejects feminine identity depending on her relationship with her mother, the latency period in which the normal socialization process expands to include peers and significant adults, and adolescence in which sex role identity is said to stabilize. Two case studies are used to illustrate faulty development during the three stages. In the first case, Helen was neglected by her mother who became depressed after the loss of a long desired male child during pregnancy. In the second case, Pat's relationship with her mother alternated between closeness and threat of being given away if she misbehaved. The case studies are said to illustrate possible problems resulting from faulty identification with the mother and a major disruption in the mother daughter relationship. (LL)

ABSTRACT 42576

EC 04 2576 ED 064 842
 Publ. Date May 72 5p.
Sterilization of the Mentally Ill and the Mentally Retarded.
 National Association State Mental Health Program Directors, Washington, D. C. 20001
 EDRS mf, hc

Descriptors: exceptional child services; mentally handicapped; sex education; medical treatment; national surveys

Reported were the results of a survey on the sterilization of the mentally ill and the mentally retarded. Thirty-three states responded to the survey. It was found that 17 states have a sterilization statute, but the existence of the statute was explained not to mean that the procedure was used. Sixteen states responded that they did not have a sterilization statute. Of those states replying to the survey, none reported strong pressures either for or against sterilization statutes. (CB)

ABSTRACT 50370

EC 05 0370 ED N.A.
 Publ. Date Fall 72 3p.
 Bennett, Blair and Others.
Sex Education for EMR Adolescent Girls: An Evaluation and Some Suggestions.
 EDRS not available
 Journal for Special Educators of the Mentally Retarded V9 N1 P3-7 Fall 1972

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; females; adolescents; young adults; sex education; program evaluation

A sex education class for educable mentally retarded (EMR) older adolescent girls was conducted and evaluated in such a way as to provide guidelines for others interested in implementing such a program. Students were 10 Caucasian EMR girls (IQ 58-81), ages 17-23 years, whose SES ranged from lower to upper-middle class. The class met for 1 hour three times a week for 4 weeks. The Sex Information Inventory for Girls was used as a pre- and posttest. Posttest results showed increases in: ability to visually discriminate between the sexes; knowledge about sexual terminology, menstruation, sexual intercourse, and birth control; awareness that sex was possible before marriage; permissiveness towards engaging in premarital sex; and reluctance to touch the vaginal area. Ss showed a somewhat greater willingness to discuss minor sexual molestations with an adult, although over half stated they would still keep this a secret. Knowledge about venereal diseases was rather unclear on both pre- and posttests. Implications of these findings for planning other sex education programs are discussed. (KW)

ABSTRACT 50597

EC 05 0597 ED N.A.
 Publ. Date Oct 72 6p.
 Vockell, Edward; Mattick, Pam

Sex Education for the Mentally Retarded: An Analysis of Problems, Programs, and Research.

EDRS not available
 Education and Training of the Mentally Retarded: V7 N3 P129-34 Oct 1972

Descriptors: exceptional child education; mentally handicapped; sex education; program description; literature reviews; teacher role

Problems, programs, and research associated with the sex education of mentally retarded individuals are discussed. Suggested ways of assisting teachers with a sex education curriculum involve providing published resources for teachers, presenting information on how to teach sex education as part of teacher training programs, and arranging inservice instruction for teachers. Goals of specific institutional and special class programs in sex education are identified. Literature on sex education is found to present theoretizations rather than scientific data and to focus on adolescents rather than younger children. (Author/GW)

ABSTRACT 50608

EC 05 0608 ED N.A.
 Publ. Date Win 71 3p.
 Balester, Raymond J.
Sex Education: Fact and Fancy.
 EDRS not available
 Journal of Special Education: V5 N4 P355-7 Win 1971

Descriptors: exceptional child education; handicapped children; mentally handicapped; sex education; educational needs

The author contends that the content, structure, and goals of current sex education programs represent the values of sex education advocates rather than the application of research findings. Diverse motivations of sex educators are identified: the desire to support the right for everyone to know whatever is to be known, the belief that happiness is tied to satisfying sexual relationships which can be enhanced by sex education, or the belief that sex education will ensure protection (especially for retarded individuals) from rape, venereal disease, promiscuity, and illegitimacy. Sex educators are challenged to make clear valid expectancies and limitations of their procedures. (For related articles, see also EC 050 607 and EC 050 609 through EC 050 613.) (GW)

ABSTRACT 50610

EC 05 0610 ED N.A.
 Publ. Date Win 71 4p.
 Friedman, Erwin
Missing in the Life of the Retarded Individual--Sex: Reflections on Sol Gordon's Paper.
 EDRS not available
 Journal of Special Education: V5 N4 P365-8 Win 1971
 Descriptors: exceptional child education; mentally handicapped; sexuality; social

attitudes; civil liberties; handicapped children; civil rights; sex education

It is said that realistic goals in sex education for the retarded cannot be set until society accepts the proposition that retarded persons have the same rights as normal citizens. The author criticizes practices at a large state institution for retarded males, as well as social indifference to the right of retarded persons to marry and have children. Data on the experiences of married retardates and on sterilization practices are cited. (For related articles, see also EC 050 607 through EC 050 609 and EC 050 611 through EC 050 613.) (GW)

ABSTRACT 50836

EC 05 0836 ED N.A.
 Publ. Date 71 39p.
 Kempton, Winifred and Others.
Love, Sex and Birth Control for the Mentally Retarded. A Guide for Parents.
 EDRS not available
 Planned Parenthood Association of Southeastern Pennsylvania, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$1.75).

Descriptors: exceptional child education; mentally handicapped; parent education; sex education; guidelines

The guide is intended to help parents talk to their retarded child about sex and to answer the child's sex-related questions. The term sex education is interpreted to cover all areas having to do with human sexuality, including attitudes, feelings, behavior, and relating to oneself and others. The position is taken that the better informed a child is, the fewer sexual problems he will have. Information is intended to help parents prepare their child to develop into an adult able to respond to love and affection when and where appropriate, whose sexuality is adjusted to his limitations. Topics covered include what parents should tell their children and how, preparation for puberty, masturbation, dating, sexual intercourse, venereal disease, birth control, abortion, marriage, and desire to have children. (KW)

ABSTRACT 51031

EC 05 1031 ED 072 582
 Publ. Date 72 74p.
 Segal, Robert M., Ed.
Advocacy for the Legal and Human Rights of the Mentally Retarded.
 Michigan University, Ann Arbor.
 Institute for The Study of Mental Retardation
 EDRS mf, hc
 University of Michigan, Publications Distribution Service, 615 East University, Ann Arbor, Michigan 48106 (\$1.25).
 Proceedings of the Advocacy Conference of the Institute for the Study of Mental Retardation and Related Disabilities, Ann Arbor, Michigan, June 2, 1972.

Descriptors: exceptional child education; mentally handicapped; conference reports; civil liberties; legal responsibility; court cases; educational needs; sexuality.

Nine presentations from a conference on advocacy of the legal and human rights of the mentally handicapped are given. Robert Segal considers parents and professionals to be the primary advocates for the retarded, while Virginia Nordin examines the implications of recent court cases for the retarded's right to legal process and redress. The right to dignity is discussed by Marjorie Kirkland, and William Cruickshank suggests that the right not to be negatively labelled is important for the retarded. The right to financial assistance is presented by Mary Wagner. Lynwood Beckman recommends action at the local, county, and state levels to insure the right to education for the handicapped. Lorraine Beebe delineates the right to community services such as appropriate physical and mental health care. Inadequate finances and staff are seen by Lawrence Turtond to result in a failure to provide the retarded with the right to adequate treatment in state institutions. Robert Burt considers questions implicit in the right to marry and the right of choice regarding sterilization. Reports of seven group workshops which discussed the presentations are given, as is an evaluation of the conference. (DB)

ABSTRACT 51070

EC 05 1070 ED N.A.
Publ. Date Feb 73 3p.
Perske, Robert
About Sexual Development: An Attempt to Be Human with the Mentally Retarded.

Mental Retardation; VII N1 P6-8 Feb 73
Descriptors: exceptional child education; mentally handicapped; childhood; adolescents; sexuality; attitudes

Discussed are historical attitudes toward the mentally retarded person's sexual development which are seen to have often tended toward desexualization, and recommended is a humane approach which attempts to normalize sexual aspects of the retarded individual's life. Seven humane attitudes toward the mentally retarded are said to be currently recognized which conclude that the mentally retarded are developmental human beings, and that each retarded individual has the right to achieve his highest reasonable potential on the continuum of human sexual development. (DB)

ABSTRACT 51533

EC 05 1553 ED N.A.
Publ. Date 73 347p.
De La Cruz, Felix F.; LaVeck, Gerald D.
Human Sexuality and the Mentally Retarded.
EDRS not available
Brunner/Mazel, Inc., 64 University Place, New York, New York 10003 (\$8.95).

Descriptors: exceptional child education; mentally handicapped; adolescents; young adults; handicapped; sexuality; sex education; contraception; genetics; community attitudes; research needs; changing attitudes

Presented are 22 papers given at a conference on human sexuality and the mentally retarded with the concept of normalization as an underlying assumption. Conclusions of the conference are that there is a lack of knowledge in the areas of sexual behavior and mental retardation, that what is applicable to clinical types of retardation cannot be generalized to social cultural retardation, and that little is known about social attitudes toward mental retardation and sex. Four papers consider psychosocial development and sex education such as one on the psychosexual development of the retarded and another on sex education of the retarded. Included among the five papers on physical and biological aspects are papers on family planning programs for the mentally retarded, and effects of changing sexuality on the general population. Seven papers on institutional and community attitudes, practices, and policies consider topics such as the sexual behavior of retarded in institutions, community attitudes toward sexuality in the retarded, and legal restrictions on sexual and familial relations of mental retardates. Discussed are research and experimental programs in the areas of sexual behavior, socio-cultural factors, and mental retardation and sexuality. The final section consists of three background papers on the development of sex education in Denmark, changing trends and attitudes on premarital sexual behavior in the United States, and premarital sexual experience and postmarital sexual behavior, respectively. (DB)

ABSTRACT 51790

EC 05 1790 ED N.A.
Publ. Date 72 35p.
Bass, Medora S.
Developing Community Acceptance of Sex Education for the Mentally Retarded.

EDRS not available
Sex Information and Education Council of the United States, 1855 Broadway, New York, New York 10013 (\$2.00).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; guidelines; sex education; community attitudes; community programs; parent education

Presented is a guide to promoting community acceptance of sex education for the mentally retarded. Facts about sexuality and retardation, such as the chances of having a retarded child when both parents are retarded, are discussed. The reasons given for teaching about sex are to help the individual understand himself as a sexual person and make responsible decisions and to help prevent social problems such as unwanted pregnancies. The retarded are seen to need sex education, as much as the nonretarded. Outlined are two or three programs for parents or staff to explain the need

for sex education and indicate the concepts to be covered in the sex education program. Among the points that it is suggested be covered at the first meeting are the importance of being honest about sex with adolescents and that sexual confusion in the retarded child may lead to a poor self image and emotional problems. Recommended for the second meeting are further discussion of sex education and the showing of film strips. A third meeting might emphasize mental health aspects of sex education. The sex education program for the students is briefly described. The appendix includes a listing of curriculum guides in family life education for retarded educables, a bibliography, and a listing of films and filmstrips. (DB)

ABSTRACT 51843

EC 05 1843 ED N.A.
Publ. Date 73 25p.
Lang, Joyce, Ed.
1973 Supplement--Curriculum Guides for Family Life and Sex Education: An Annotated Bibliography.

Descriptors: exceptional child education; mentally handicapped; educable mentally retarded; trainable mentally retarded; elementary school students; secondary school students; annotated bibliography; sex education; family life education; sexuality; curriculum guides; public schools

Presented is an annotated bibliography (a supplement to the [1972 publication]) of 26 curriculum guides for grades K through 12 on family life, sex education, and sexuality. Nine public school guides are from five states, and four guides are from other sources. Written guides/resources and 69 media sources are specifically directed to mentally retarded (MR) and other handicapped children and adolescents. Nine guides are pertinent to the mentally retarded (such as how to tell the retarded girl about menstruation, or mental retardation and masturbation), two are for the deaf, one is for the blind, and one involves a general approach. Media sources for sex education information, described as suitable for use with the handicapped, are listed with addresses and include 32 book and pamphlet publishers, 13 journal and periodical publishers, 10 multi-media sources, and eight miscellaneous sources. The guides are listed in alphabetical order according to state, city, and individual school district, and are coded to indicate subject and grade level. Each guide and some resources are accompanied by a short descriptive paragraph which states its purpose, age group and sex of students to whom it is directed, and address. (For the original bibliography, see EC 051 842). (MC)

ABSTRACT 51896

EC 05 1896 ED N.A.
Publ. Date Win 73 2p.
Morganstern, Murry
Sexuality, Marriage, and Parenthood Among the Retarded.
EDRS not available

Descriptors: exceptional child education; mentally handicapped; adolescents; young adults; sexuality; social attitudes; marriage; parent role; sex education; interpersonal relationship

Societal and parental assumptions that mentally retarded (MR) persons are either sexually inert or oversexed result in attitudes which cause MR persons to behave as they are expected to behave, which impede MR persons' natural sexual development and emotions, and restrict interpersonal aspects of sexuality. Some of the few studies on retardates' sexuality and marriage show, however, that marriage is the most highly cherished goal of the MR, that the MR do marry successfully, and can have children who are not retarded. Recommended is legal action for protection of rights in regard to sterilization, education for parents and children for understanding that sexual feeling and behavior are not bad, and acceptance by all people of sexual love, marriage, and in some instances, parenthood, among MR individuals. (MC)

ABSTRACT 51955

EC 05 1955 ED N.A.
Publ. Date Mar 73 3p.
Secker, Leonora
Sex Education and Mental Handicap.
Special Education; V62 N1 P27-8 Mar 73

Descriptors: exceptional child education; mentally handicapped; adolescents; young adults; sex education; social attitudes; school role; family life education

Changes in social attitudes require that schools for the mentally handicapped provide a more factual and natural sex education program for children, adolescents, and young adults. Building a positive body image, cooperating with parents in explaining sexual matters to both girls and boys, and dealing with unacceptable sexual behavior are aspects of the school's role. Adult training centers have the responsibility of ensuring that students understand facts of contraception and family life. (DB)

ABSTRACT 52500

EC 05 2500 ED N.A.
Publ. Date May 73 4p.
Han, Judy E. and Others
Sexual Knowledge and Attitudes of Mentally Retarded Adolescents.
American Journal of Mental Deficiency; V77 N6 P706-9 May 73

Descriptors: exceptional child research; mentally handicapped; educable mentally handicapped; adolescents; sex education; sexuality; attitudes; prediction; parent attitudes

Sixty-one noninstitutionalized mildly and moderately retarded adolescents (mean IQ 66) were psychometrically assessed in reference to self-concept, sexual ethics, and

knowledge of sex, in addition, parents tried to predict their retarded adolescents' responses in these areas. Parents and teachers provided additional information through a social history form and a behavior rating scale. Analysis included normalization of scores, evaluation for internal consistency, and tests for significant differences between means; and intercorrelation of 32 variables on each subject (such as sex, IQ, self-concept score). Of 496 possible correlations, 111 were significant. Internal reliability ranged from .46 to .94 (adolescent) and from .81 to .94 (parent). The retarded respondents were significantly more liberal in sexual ethics than their parents predicted, but parents accurately predicted the scores of the adolescents on knowledge and self-concept. (Author)

ABSTRACT 60512

EC 06 0512 ED N.A.
Publ. Date 73 132p.
Kempton, Winifred
Guidelines for Planning a Training Course on the Subject of Human Sexuality and the Retarded.
EDRS not available
Planned Parenthood Association of Southeastern Pennsylvania, Education Department, 1402 Spruce Street, Philadelphia, Pennsylvania 19102 (\$3.50).

Descriptors: exceptional child education; mentally handicapped; educable mentally handicapped; trainable mentally handicapped; sex education; institutes (training programs); curriculum guides; guidelines

The manual is intended to aid in the planning of a training course for instructors of sex education to the retarded. The material is said to have been used in five training courses prior to publication. Described are eight sessions to provide students with relevant knowledge and skills and a pattern from which to develop training programs for other staff members. It is recommended that each session consist of two 2-to 3-hour sections, the first involving presentation of factual material and the second focusing on the feelings of the participants in order to develop self awareness and communication skills. Suggested is giving the members a facts and attitudes test at the first session to help trainers assess course participants. Also recommended are a class size of less than 25 participants, periodic testing, and the use of evaluation questionnaires at the end of the course. Typically provided for a training session are topical information, session goals, practice exercises, a relevant test or questionnaire, and a bibliography which usually includes films, filmstrips, books, and articles. Focused on in the training sessions are the following topics: introduction with emphasis on establishing rapport and clarifying individual and group goals of the course; attitudes towards human sexuality; sex education for the retarded including techniques of presentation to trainables and educables; helping parents of the retarded cope with the sexuality of their chil-

dren; dating, marriage, and parenthood; birth control for the mentally retarded; special considerations relating to the sexuality of the institutionalized retarded such as masturbation and homosexuality; and special topics selected by participants such as legal rights, venereal disease, and cultural and religious complications. (DB)

ABSTRACT 61241

EC 06 1241 ED N.A.
Publ. Date Feb 74 4p.
Whitcraft, Carol J.; Jones, John P.
A Survey of Attitudes About Sterilization of Retardates.
Mental Retardation; V12 N1 P30-3 Feb 1974

Descriptors: exceptional child research; mentally handicapped; surveys; parent attitudes; professional personnel; contraception; sterilization

A 14-item questionnaire queried attitudes of 652 parents and professionals regarding voluntary sterilization of retarded persons. Results indicated 85% of respondents favored voluntary sterilization as a method of contraception, as a factor in decreasing the incidence of retardation, and as a method of enhancing the rehabilitative potential of retardates. (Author/MC)

ABSTRACT 61245

EC 06 1245 ED N.A.
Publ. Date Feb 74 2p.
Rivenq, Bernard
Behavioral Therapy of Phobias: A Case with Cynecomastia and Mental Retardation.
Mental Retardation; V12 N1 P44-5 Feb 1974

Descriptors: exceptional child research; mentally handicapped; emotionally disturbed; sexuality; desensitization; psychotic children; adolescents; sex education

A 13-year-old boy, institutionalized for severe mental retardation, who was found to have obsessive tendencies and an IQ of 71 to 78, was systematically desensitized for phobias associated with ambiguous sexual identity. Desensitization treatment consisted of showing the boy pictures of hairy men and forbidding other patients to call him 'monster'. The boy's attitudinal changes were reflected in drawings and a desire to build big muscles. (MC)

ABSTRACT 2067

EC 06 2067 ED N.A.
 Publ. Date Jan/Feb 7 4p.
 Perske, Robert
Sexual Development.
 Exceptional Parent; V4 N1 P36-9
 Jan/Feb 1974

Descriptors: exceptional child education; mentally handicapped; sex education; parent role; changing attitudes; sexuality; marriage

Excerpted and adapted from the book, 'New Directions for Parents of Persons Who Are Retarded', the article focuses on changing attitudes toward sex and the retarded and the principles of sex education. Reviewed are historical attempts to stamp out sex such as castrating the retarded to prevent masturbation, and warned against is the present danger of pushing too much sexual information on the retarded individual. Marriage is seen to be an appropriate choice for some retarded adults who have achieved the ability to live together interdependently. Parents are thought to be the primary and best instructors in sex education and are encouraged to take advantage of a child's spontaneous questions. (DB)

ABSTRACT 2314

EC 06 2314 ED N.A.
 Publ. Date Jun 74 3p.
 Fischer, Henry L.; Krajicek, Marilyn J.
Sexual Development of the Moderately Retarded Child: Level of Information and Parental Attitudes.
 Mental Retardation; V12 N3 P28-30 Jun 1974

Descriptors: exceptional child research; educable mentally handicapped; sex education; parent attitudes; mentally handicapped; childhood; adolescents; interviews

The sexual knowledge of 16 moderately retarded Ss (10- to 17-years-old) was assessed by having Ss respond in direct interviewing to questions and pictures concerning sexual identification, body parts, body functions, emotional functions, pregnancy and birth. Parents were also involved in the study by being interviewed themselves and by observing their child's interview. Implications for sex education of the retarded individual and some specific suggestions to help in this process were discussed. (Author/GW)

ABSTRACT 2337

EC 06 2337 ED N.A.
 Publ. Date Sum 74 12p.
 Alcorn, Dewaine A.
Parental Views on Sexual Development and Education of the Trainable Mentally Retarded.
 Journal of Special Education; V8 N2 P119-30 Sum 1974

Descriptors: exceptional child research; trainable mentally handicapped; surveys; parent attitudes; sex education; mentally handicapped; sexuality

In order to clarify certain aspects of sexuality in the trainable mentally retarded as well as some parental attitudes toward sex education and management of the retarded, a survey of 270 parents

of 206 trainable retarded persons was made. The parents reported little evidence of sexual misbehavior or even interest in sexual matters but generally lacked confidence in their retardates' future sex behavior. Most of the parents believed that the home has primary responsibility for sex education, although few felt comfortable about their ability to provide it. Nearly one-half of the parents favored voluntary sterilization of the trainable, but less than 1% of the retardates in the sample had undergone sterilization (nor were their parents seriously considering it). Relationships between the amount of sex information the parents perceived themselves possessing and their own attitudes toward sex, marriage, and parenthood for the trainable, as well as implications of the results, are discussed. (Author)

ABSTRACT 66

EC 07 0066 ED N.A.
 Publ. Date 73 12p.
 Brummer, Esther R.
Sexuality and Mental Retardation. Working Paper No. 67.
 Oregon University, Eugene, Rehabilitation and Training Center in Mental Retardation, College of Education, Special Education Department, 3rd Floor Clinical Services Building, Eugene, Oregon 97403 (Free).

Descriptors: exceptional child services; mentally handicapped; sexuality; sex education; social relations; dating (social); marriage;

The working paper from the Rehabilitation Research and Training Center in Mental Retardation at the University of Oregon focuses on sexuality in relation to mental retardation (MR). Discussed are various considerations with respect to communicating information about sexuality, such as the timing and scope of informative sessions and the language that is used to convey the facts. Analyses of the issues of masturbation, exploitation, development of appropriate dating and heterosexual relationships, and marriage yield such conclusions as the following: that MR persons should be taught the limits of social acceptability within which masturbation is healthy and normal; and that vocational rehabilitation, community mental health, public health, social welfare, and adult education services should be incorporated into a gestalt of community commitment to help the retarded couple while also protecting the autonomy of their relationship. (GW)

ABSTRACT 211

EC 07 0211 ED N.A.
 Publ. Date Oct 74 2p.
 Lutzker, John R.
Social Reinforcement Control of Exhibitionism in a Profoundly Retarded Adult.
 Mental Retardation; V12 N5 P46-7 Oct 1974

Descriptors: custodial mentally handicapped; sex education; behavior change; case studies (education); exceptional child research; mentally handicapped;

adults; reinforcement; operant conditioning;

Differential social reinforcement was used to reduce exhibitionist behavior in a profoundly retarded 52-year-old male state school resident. The S was hugged and praised at 10-minute intervals for 45 days if he was not exhibiting himself. The incidence of exhibitionist behavior was reduced to close to zero at 57- and 68-day followup checks. (DB)

ABSTRACT 314

EC 07 0314 ED N.A.
 Publ. Date Fal 74 5p.
 Turchin, Gary
Sex Education for the Mentally Retarded.
 Special Children; V1 N2 P20-5 Fal 74

Descriptors: exceptional child education; mentally handicapped; sex education; parent attitudes; curriculum design;

The author reports his observations of mothers' attitudes toward sex education for their moderately mentally handicapped children and proposes an eight level sex education program for the mentally handicapped. It is suggested that parents could select from the following topics (each of which is discussed briefly) according to their child's age and maturity: basic anatomy; care and cleanliness; menstruation; appropriate social behavior; masturbation; birth control; premarital sex; and responsibilities of marriage. (GW)

ABSTRACT 772

EC 07 0502 ED N.A.
 Publ. Date Nov 74 3p.
 Turchin, Gary
Sexual Attitudes of Mothers of Retarded Children.
 Journal of School Health; V44 N9 P490-2 Nov 74

Descriptors: exceptional child research; mentally handicapped; trainable mentally handicapped; adolescents; sex education; sexuality; mother attitudes; marriage; dating (social);

Measured through the use of questionnaires were the attitudes of 44 mothers towards the sexual behavior, sex education, birth control, marriage, and dating of their moderately retarded adolescent children. Results indicated that although many mothers expected their children to date, only 20% anticipated marriage, and 70.4% felt sterilization was the best form of birth control. Although most mothers felt masturbation to be appropriate if done in private, Catholic and Protestant women tended to discourage the practice. The mothers felt ineffective in dealing with the retarded child's sexuality, and rated topics for a desired school sex education program from care and cleanliness of the body (most important) to premarital sex (least important). (CL)

ABSTRACT 1110

EC 07 1110 ED N.A.
 Publ. Date 74 301p.
 Koch, Richard; Koch, Kathryn Jean
Understanding the Mentally Retarded Child: A New Approach.

Random House, 201 East 50th Street, New York, New York 10022 (\$8.95)

Descriptors: exceptional child services; mentally handicapped; etiology; medical treatment; medical research; genetics; prenatal influences; normalization (handicapped); sex education; therapy; parent role; Perinatal Influences;

Presented is an overview of mental retardation, including a discussion of etiology and treatment approaches. Mental retardation is defined, and aspects of preventive programs are delineated. Described are causes of retardation, including hereditary, prenatal, perinatal and postnatal factors. Current medical and genetic research findings in Down's Syndrome and phenylketonuria are discussed. The team approach, incorporating the services of the psychologist, social worker, teacher and physician is reviewed. Factors such as teacher expectation and cultural influences are examined in the incidence of pseudo-retardation. California's treatment of the retarded is viewed as progress toward normalization. Final chapters focus on sex and the retarded, unproven treatments for retardation, and the practice of guardianship. Also provided are a glossary of approximately 220 terms and lists of further references, helpful organizations, and publications. (CL)

ABSTRACT 1930

EC 07 1930 ED N. A.
Publ. Date Feb 75 3p.
Shindell, Paula E.
Sex Education Programs and the Mentally Retarded.
Journal of School Health; V45 N2 P88-90 Feb 75

Descriptors: exceptional child education; mentally handicapped; institutionalized (persons); sex education; educational needs;

The general discussion of sex education programs for mentally handicapped (MH) persons touches on such topics as the necessity of socialization components in the normalization process for institutionalized retardates, varying definitions of sex education, and the need to sequence and individualize instructional programs for the MH. Briefly discussed are efforts of one state school for the MH to develop a sex education component for its normalization program. (GW)

ABSTRACT 2197

EC 07 2197 ED N. A.
Publ. Date 73 40p.
Kempton, Winifred; And Others
Love, Sex and Birth Control for the Mentally Retarded: A Guide for Parents. Third Edition.
Planned Parenthood World Population, 810 Seventh Avenue, New York, New York 10019 (\$3.75)

Descriptors: exceptional child education; mentally handicapped; sex education; parent education; guidelines; marriage; sexuality;

The guide for parents of mentally handicapped individuals suggests ways of providing adequate sex education. Sex education is described as developing

healthy attitudes, feelings and behaviors in children toward themselves and others. Illustrations accompany guidelines for presenting basic facts about reproduction. Suggestions are also provided for preparing children for puberty, and dealing with masturbation, dating, intercourse, venereal disease, birth control, abortion, marriage, and desires to have children. (GW)

ABSTRACT 2201

EC 07 2201 ED N. A.
Publ. Date 69 7p.
Johnson, Warren R.
Sex Education and the Mentally Retarded.
Behavioral Publications, 72 Fifth Avenue, New York, New York 10011 (\$6.60)
Reprint, Journal of Sex Research, Volume 5 Number 3 P 79-85 Aug 69

Descriptors: exceptional child education; mentally handicapped; sex education; parent education; motivation; marriage; parent role;

In a short pamphlet the author recounts what he teaches to the parents of mentally handicapped (MH) children about sex education, comments on controversies associated with dating, marriage and parenthood of MH persons, and suggests ways of utilizing sexual interests to facilitate educational and developmental progress. He advocates encouraging parents to evaluate the situations in which sexual behaviors occur rather than condemning the behavior. Marriage and dating are seen as important gratifications for the MH, although parenthood is discouraged. Case examples illustrate that sexual interest can provide motivation for learning. (GW)

ABSTRACT 2207

EC 07 2207 ED N. A.
Publ. Date 73 24p.
A Bibliography of Resources in Sex Education for the Mentally Retarded.
Behavioral Publications, 72 Fifth Avenue, New York, New York 10011 (\$1.95)

Descriptors: exceptional child education; mentally handicapped; sex education; bibliographies; childhood; adolescents; young adults; sexuality; marriage; children's books; parent role; instructional materials; resource guides;

The bibliography of resources in sex education for the mentally handicapped (MH) offers basic selections on specific topics, and includes materials for, as well as about, the MH. Entries are categorized according to the following areas (number of entries indicated in parentheses): sexuality and the MH (24); resources for parents dealing with mental retardation (23); general resources for parents on sex education (17); books for children on sexual reproduction and development (13); books for adolescents and young adults on sexual reproduction and development (14); attitudes, behavior and values concerned with sexuality (9); marriage, parenthood and family life for the MH (9); contraception and sterilization (16); the need for sex education (14); program concepts and resources for

teachers (39); specialized audiovisual aids (2); special resource periodicals (2); and schools, agencies and institutions (17). (GW)

ABSTRACT 2902

EC 07 2902 ED N. A.
Publ. Date May 75 4p.
Mulhern, Thomas J.
Survey of Reported Sexual Behavior and Policies Characterizing Residential Facilities for Retarded Citizens.
American Journal of Mental Deficiency; V79 N6 P670-3

Descriptors: mentally handicapped; administrator attitudes; sexuality; normalization (handicapped); exceptional child research; surveys; institutionalized (persons); psychological needs;

Administrators from 82 residential facilities for the mentally retarded were surveyed about the residents' sexual behavior, and professional attitudes toward that behavior at their facility. Analysis of questionnaire responses indicated such findings as that 70% of the respondents endorsed guidelines for handling sexual behavior but only 23% of the institutions had such guidelines; and that 55% felt that private petting between adults should be permitted although only 17% reported that this behavior actually was permitted at their facility. (CL)

ABSTRACT 3071

EC 07 3071 ED 108416
Publ. Date Jan 75 65p.
Gaines, Debby, Compiler; And Others
Educational Technology for the Severely Handicapped: A Comprehensive Bibliography.
Kansas Neurological Institute, Topeka.
Bureau of Education for the Handicapped (DHEW/OE), Washington, D. C.

EDRS mf/hc
OEG-0-74-2766

Descriptors: severely handicapped; bibliographies; program descriptions; parent training; self care skills; exceptional child education; curriculum guides; motor development; intervention; sex education; recreation; vocational education; prevocational education; physical education; social development; speech skills; educational technology;

The bibliography presents approximately 650 references (1955-1974) on educational programs for the severely handicapped. Citations are listed alphabetically by author's name in the following areas: behavior management, curriculum guides, medico-prosthetic aids, motor development, parent training (including aspects of parent involvement in school programs, self help, and speech and language intervention), physical education, preacademic and academic skills, prevocational and vocational training, recreation, self help (including dressing, independent living, and toileting), sex education, social skills, and speech and language programs. References usually include author, title, source, date, and pagination information. Appended are complete addresses of publishers and distributors. It is explained that the bibli-

ography forms the basis for a computerized program retrieval library system which is expected to be in operation by Fall, 1975. (CL)

ABSTRACT 3242

EC 07 3242 ED 109844
Publ. Date 74 63p
Souma, Alfred M.; And Others
Social Living: A Curriculum for the Educable Mentally Retarded Student at the Secondary Level.
Fitchburg State College, Mass.
EDRS mf:hc

Descriptors: educable mentally handicapped; curriculum guides; social adjustment; self concept; exceptional child education; mentally handicapped; secondary education; leisure time; safety education; physical fitness; money management; sex education; marriage;

Presented is a social living curriculum for educable retarded secondary students. Outlined are procedures for teaching the following units: self concept and social attitudes, leisure time, communications, safety and first aid, health and physical fitness, citizenship participation, money and financing, vocational and occupational needs, drug abuse, human development, and marriage and the family. Examples of specific topics covered include prevention of kitchen accidents (safety and first aid) and weight control (health and physical fitness). (CL)

ABSTRACT 3243

EC 07 3243 ED 109845
Publ. Date 73 40p
Steward, Kathy L.
Curriculum Guide in Sex Education for the TMR.
EDRS mf:hc

Descriptors: trainable mentally handicapped; sex education; maturation; physical development; exceptional child education; mentally handicapped; secondary education; curriculum guides; contraception; psychological needs; class activities;

Presented is a sex education curriculum guide for teachers of trainable retarded students ages 12 to 21 years. The guide is divided into six units: body parts, gender identification, and restroom signs; living things; reproduction; growth; adolescence, menstruation, and street language; and maturity (including sexual feelings and birth control). Suggested materials for each unit are provided. Listed within each unit are behavioral objectives and sequential activities. Included is a bibliography of approximately 80 references. (CL)

ABSTRACT 3491

EC 07 3491 ED N. A.
Publ. Date 75 95p
Fanning, John W.
A Common Sense Approach to Community Living Arrangements for the Mentally Retarded.
Charles C. Thomas, 301-327 East Lawrence Avenue, Springfield, IL 62717 (\$8.50)

Descriptors: exceptional child services; mentally handicapped; group living; program development; program planning; community programs; Deinstitutionalization;

Discussed in the book are practical steps involved in planning and developing a community residence for mentally retarded persons. Community organization and education are considered as well as home selection, local ordinances and insurance, staff needs and patterns, and estimated costs for furnishings. Reviewed are such program development aspects as guidelines for heterosexual relationships, recreation, and transportation. Also covered are household orientation, maintenance, and emergency procedures; resident admissions policies; volunteer services, apartments; the need for sex education, program evaluation; vocational training; and common problems and mistakes. (CL)

ABSTRACT 3575

EC 07 3575 ED N. A.
Publ. Date Sep 75 8p
Edmonson, Barbara; Wish, Joel

Sex Knowledge and Attitudes of Moderately Retarded Males.
American Journal of Mental Deficiency; V80 N2 P172-179

Descriptors: trainable mentally handicapped; sex education; attitudes; exceptional child research; mentally handicapped; adults; males; normalization (handicapped); social adjustment; interviews;

In semistructured interview sessions, 18 moderately retarded men undergoing deinstitutional training, were questioned to determine their understanding of pictures of homosexual embrace, masturbation, dating, marriage, intercourse, pregnancy, childbirth, drunkenness, and their knowledge of anatomical terminology. The frequencies of various response categories revealed a range of comprehension, the lowest answering only 10% correctly, the median consisting of 28% correct, and only one S correctly answering as many as one-half of the items. Correct conceptual responses significantly correlated with Wechsler Adult Intelligence Scale Full Scale and Verbal IQs and were also significantly related to the Adaptive Behavior Scale domains of Language, Socialization, and Responsibility. Serious errors of fact and conceptual confusion, though most prevalent in responses by the low comprehenders, were found in at least some responses by all of the men. (Author)

ABSTRACT 3594

EC 07 3594 ED N. A.
Publ. Date Spr 75 22p
Price, Monroe E.; Burt, Robert A.
Sterilization, State Action, and the Concept of Consent.
Law and Psychology Review; P57-78

Descriptors: exceptional child research; mentally handicapped; sterilization; civil liberties; court cases; contraception; discriminatory attitudes (social);

Reviewed are judicial precedents and state statutes concerning use of third party consent principles in the sterilization of mentally retarded persons. The past's prevalent belief in positive eugenics is seen to be replaced by more subtle means of interfering with the individual's rights, and similar reactions and myths about the sexual natures of retardates and Blacks are noted. Emphasized is the need for safeguards against involuntary sterilization of institutionalized and underage retardates. Proposed are less restrictive alternatives, including greater use of nonpermanent contraception. Issues involved in selecting a third party consent, including the influence of parental wishes, are considered. (CL)

MULTIPLY HANDICAPPED

ABSTRACT 3139

EC 03 3139 ED N.A.
Publ. Date Aug 71 10p.
Morlock, D.; Tovar, C.

Sex Education for the Multiple Handicapped as It Applies to the Classroom Teachers.

EDRS not available
Training School Bulletin; V68 N2 P87-96
Aug 1971

Descriptors: exceptional child education; handicapped children; multiply handicapped; sex education; sexuality; teacher role

Sexuality and sex education as they pertain to the multiply handicapped and the mentally retarded are defined and discussed. Discussion is based on the Freudian contention that sexuality is at the core of all emotional disturbances or behavioral deviations, with more emphasis placed on confusion and bewilderment about sexuality than in the Freudian entities of castration anxiety, Oedipal conflict, and similar concepts accepted by the psychoanalytic theory. The role of the classroom teacher in sex education is examined, with emphasis upon the fact that the participation of teachers has an important influence in the psychological elements of sexuality in the pupil. A lengthy list of references includes a listing of pamphlets concerning sex education. (Author/KW)

ABSTRACT 1460

EC 06 1460 ED 089 509
Publ. Date 71 370p.

Fourth International Conference on Deaf-Blind Children August 22-27, 1971 at Perkins School for the Blind. Theme of the Conference: Serving Deaf-Blind Children.

International Council of Educators of Blind Youth; Committee of Deaf-Blind Children
EDRS mf, hc

Descriptors: exceptional child education; exceptional child services; deaf-blind; rubella; conference reports; multiply handicapped; language development; teaching methods; personnel; sexuality

Presented are 30 papers given at a 5-day international conference on serving deaf blind children. Additionally provided are the conference agenda, a review of the conference, reports of the nominations and resolutions committees, and a list of conference participants. Among the papers are the following titles: 'Programs for Non-Verbal Children', 'A Program for Pre-Verbal Children', 'Teaching a Mother Tongue to Deaf Blind Children', 'Learning Difficulties and Deaf Blind Children', 'The Teaching of a Manual-Sign as a Diagnostic Tool with Deaf Blind Children', 'Training or Education Learning Patterns of Younger Deaf Blind Children', 'Toward Assessing the Language Level of Older Deaf Blind', 'Social Problems of Deaf Blind Children', 'Temperament of Behavioral Style of Children with Congenital Rubella', 'The Deaf Blind Infant--A Rationale For and an Approach To Early Intervention',

'Earliest Communication with a Deaf Blind Child', 'Parents of Deaf Blind Children--Some Immediate and Continuing Needs', 'Prevention and Treatment of the Rubella Syndrome', 'Training of Personnel for the Education of Deaf Blind Children', 'Training of Child Care Personnel for Deaf Blind Children', 'Systematic Studies of Stimulus Sensitivity in Deaf Blind Preschool Children', 'Report from the National Center for Deaf Blind Youths and Adults', 'Deaf Blind Children in the Emergent Countries', 'Sexual Problems of Deaf Blind Children', and 'The Expression of Sexual Needs of the Deaf Blind Adolescent as Perceived by Classroom Teachers'. (DB)

ABSTRACT 2762

EC 06 2762 ED N.A.
Publ. Date Sep 74 4p.

Cook, Rose

Sex Education Program Service Model for the Multihandicapped Adult.

Rehabilitation Literature; V35 N9 P264-7
271 Sep 1974

Descriptors: exceptional child education; multiply handicapped; physically handicapped; cerebral palsy; young adults; adults; sex education; group discussion; program descriptions; models

The author discusses sex education program services in a center for cerebral palsied adults and the preparation necessary for implementation of such a program. Described are questions asked and topics discussed in separate group meetings held with adult men, adult women, adolescents, and parents. The benefits of individual counseling are mentioned. Seven components considered necessary for agencies establishing a sex education program are outlined with emphasis on, personal awareness, staff training, and parental involvement. (LC)

PHYSICALLY HANDICAPPED

ABSTRACT 10255

EC 001 957 ED 018 052
 Publ. Date Apr 66 165p.
 Richardson, Ann
Evaluation of a Public School Program for Pregnant Girls.
 Bureau Of Social Science Research, Inc.,
 Washington, D. C.
 EDRS Price 0.75; 6.68

Descriptors: exceptional child research; pregnancy; program evaluation; unwed mothers; adolescents; public schools; demonstration programs; negro youth; negro mothers; attitudes; city wide programs; followup studies; interviews; individual characteristics; sex education; family life education; child care; prenatal care; special schools

To assess the short range effects of participation in a special school program established in 1963 for pregnant school age girls, interviewers in 1965 obtained information from 109 girls who had attended the program in its first year, 123 girls who had been referred but had not attended, and mothers of the girls. The special program focused on prenatal medical care, arrangement for child care, attitudes toward love and sexual behavior, and weight control and nutrition. In the first year of operation 142 girls attended out of 541 referrals. Almost all were Negro, aged 13 through 18, and the majority were not married at the time of the baby's birth. Data indicated that girls in the special program were significantly more likely (p is less than .001) to continue with regular school than were pregnant girls not in the program. Most of the girls who attended the special program returned to regular school after the baby's birth and, if they dropped out, did so sometime afterward, whereas this was the case with only a little over a fourth of the nonspecial program group (p is less than .001). The more support a girl had (self, friends, family), the more likely she was to remain in school (p is less than .01 for special program girls, p is less than .05 for nonspecial program girls). Girls in the special program were significantly less likely (p is less than .001) to have had another baby or to be pregnant again by the time they were interviewed. In reducing additional pregnancies, the special program had a greater effect upon junior high school girls, the group from which the majority of new children came, than upon high school girls (p is less than .05 for high school girls and less than .01 for junior high school girls). Girls were also significantly less likely (p .05) to have another child or be pregnant again if they lived in an unbroken family and attended the special program. Among the nonspecial program girls, it made no statistical difference whether or not the family was broken. Included are 59 tables presenting data and the interview questions used. (DF)

ABSTRACT 21173

EC 004 758 ED N.A.
 Publ. Date 65 373p.

Spock, Benjamin; Lerrigo, Marion O.
Caring for Your Disabled Child.
 EDRS not available
 Crowell Collier And Macmillan, Inc.,
 866 Third Avenue, New York, New
 York 10022 (\$4.95).

Descriptors: handicapped children; physically handicapped; parent child relationship; parent role; rehabilitation; medical services; educational needs; employment opportunities; recreational activities; social adjustment; sex education; self care skills; prostheses; family problems; educational programs

Written basically for parents of handicapped children, the book offers suggestions for care, advice on behavior, and discusses the needs of both parent and child. Some areas of concern are understanding of parent and child problems in daily family living, the relationship and search for medical care, hospitalization and therapy, parental emotions concerning the child's education, educational needs and facilities, and problems in actual school situations. Information is also presented on possible employment, parental influence in choosing a vocation, attainment of goals, suggestions for recreation and play activities, and sexual and social development problems from childhood through adulthood. Also discussed are problems in home management, some self help aids, and suggestions for the easier management of braces, wheelchairs, crutches, artificial limbs, and elimination processes. Suggested readings and a list of helpful agencies are provided. (JM)

ABSTRACT 32506

EC 03 2506 ED N.A.
 Publ. Date Jun 71 3p.
 Fox, Joshua
Sex Education--But for What.
 EDRS not available
 Special Education; V60 N2 P15-7 Jun 1971

Descriptors: exceptional child education; physically handicapped; sex education; sexuality; cerebral palsy; maturation

The article deals with the issue of sex education for the severely physically handicapped. Differences in the approach to sex education as a result of a handicapping condition such as the dependence on others, the bodily hindrances, and community attitudes on sex that the handicapped cannot avoid are pointed out. Understanding the underlying anxieties, the importance of sexual fantasies, and the problems in attaining maturity are considered. Three aspects of how sex education can prepare the physically handicapped for the kind of life they are to lead as adults (sexual behavior, personal relationships, substitutes) are also discussed. (CD)

ABSTRACT 1346

EC 07 1346 ED N.A.
 Publ. Date Jan 75 9p.
 Singh, Silas P.; Magner, Tom
Sex and Self: The Spinal Cord-Injured.

Rehabilitation Literature; V36 N1 P2-10
 Jan 1975

Descriptors: exceptional child services; physically handicapped; sexuality; self concept; self esteem; adjustment problems; Spinal Cord Injuries;

Sexual functioning is an important determinant of self-concept in individuals with spinal cord injuries. Depending on the type and location of cord injury, the individual may have to make adjustments in sexual activity and desire. Physicians can assist the patients to cope with the physical difficulties, but counseling is frequently needed to handle the accompanying emotional problems. (C1)

ABSTRACT 20146

EC 004 714 ED N.A.
 Publ. Date Mar 69 4p.
 Moore, Donald D.
Sex Education for Blind High School Students.
 EDRS not available
 Education Of The Visually Handicapped; VI N1 P22-5 Mar 1969

Descriptors: exceptional child research; visually handicapped; sex education; group discussion; high school students

To discover whether formal sex education would be mastered by the visually handicapped, 30 students (average age 18.1) participated in a 6-week course. The first and last class periods were used as pretesting and posttesting sessions. The tests consisted of a premarital opinionnaire yielding 59 answers and Form X of the Sex Knowledge Inventory. Statistical analysis of the results revealed that all students learned most of the material tested by the two instruments. There was also a high level of interest shown in the course. (JM)

ABSTRACT 21482

EC 004 743 ED 034 360
 Publ. Date Jun 68 119p.
Association for Education of the Visually Handicapped Biennial Conference (Forty-Ninth, Toronto, Canada, June 1968).
 Association For Education Of The Visually Handicapped, Philadelphia, Pennsylvania
 EDRS mf,hc

Descriptors: exceptional child education; visually handicapped; educational needs; sex education; physical activities; rubella; visual perception; space orientation; self care skills; instructional materials centers; multiply handicapped; intelligence quotient; cooperative programs; research reviews (publications)

Essays on the visually handicapped are concerned with congenital rubella, an evaluation of multiply handicapped children, the use and abuse of the IQ, visual perception dysfunction, spatial perceptions in the partially sighted, programs in daily living skills, sex education needs, and physical activity as an enhancement of functioning. Other articles discussed deal with physical activity to stimulate learning, a report on listening research, library needs, instructional materials reference center, agency cooperation, and research on sex education. Also included are the following association reports: report from the president, braille authority, amendments to the constitution, necrology, the nominating committee, and the financial report and 1968 budget. (JM)

ABSTRACT 40661

EC 04 0661 ED N.A.
 Publ. Date Dec 71 6p.
 Bidgood, Frederick E.
A Study of Sex Education Programs for Visually Handicapped Persons.
 EDRS not available
 New Outlook for the Blind; V65 N10 P318-23 Dec 1971

Descriptors: exceptional child research; visually handicapped; national surveys; sex education; educational programs; public schools; residential schools; agencies

A National survey of existing educational programs in sex education available to visually handicapped persons was conducted. Populations studied were public schools, residential schools for the blind, and multi-service agencies meeting the special needs of the visually handicapped. The response rate was 43.2% out of 273 institutions and organizations contacted. Results indicated that the majority of public and residential schools felt a responsibility to provide sex education for visually handicapped persons, with multi-service agencies asserting the same responsibility to a lesser extent. The majority offered some kind of sex education program, which was integrated frequently into existing, on-going educational and counseling services. Sex education programs ranged from kindergarten to senior high school levels. On the whole, public school programs were more thorough and better planned than those of agencies or residential schools. Progress in sex education was thought to be blocked by lack of good audio and tactual teaching instructional materials. The majority of respondents were willing to participate in the production of a resource guide as a stimulus to development of programs and materials in sex education for visually handicapped persons. (CB)

ABSTRACT 41835

EC 04 1835 ED N.A.
 Publ. Date May 72 4p.
 Enis, Carol A. Cataruzolo, Michael
Sex Education in the Residential School for the Blind.
 EDRS not available
 Education of the Visually Handicapped; V4 N2 P61-4 May 1972

Descriptors: exceptional child education; visually handicapped; adolescents; residential schools; sex education

The varied means by which the sighted child learns about sex, which ranges from classroom movies to watching the sights at the beach, is reviewed briefly to

emphasize that the blind child is severely handicapped in learning about sex. The results from a questionnaire sent to and completed by 33 residential schools in the United States revealed that 64% of the schools reported having a program in sex education. Great variance was found in program length, age range of students taking the program, responsibility of teacher, curricula, and social relations among the students. (CB)

ABSTRACT 61969

ABSTRACT 1969

EC 06 1969 ED N.A.
 Publ. Date May 74 8p.
 Scholl, Geraldine T.
The Psychosocial Effects of Blindness: Implications for Program Planning in Sex Education.
 New Outlook for the Blind; V68 N5 P201-9 May 1974

Descriptors: exceptional child education; blind; sex education; program planning; educational needs; visually handicapped; family life education; social adjustment

The initiation of programs in sex education and family life in schools and agencies serving blind persons requires that consideration be given during the program planning stage to identification of developmental needs. Factors of particular importance to blind individuals include restricted mobility, personal appearance, the use of realia and verbal descriptions, the lack of reading matter, and blind mannerisms. Such factors are related to the physical, mental, emotional, and social developmental needs of blind persons and should be considered in program planning. (Author/DB)

ABSTRACT 61968

ABSTRACT 1968

EC 06 1968 ED N.A.
 Publ. Date May 74 8p.
 Foulke, Emerson; Uhde, Thomas
Do Blind Children Need Sex Education?
 New Outlook for the Blind; V68 N5 P193-200, 209 May 1974

Descriptors: exceptional child research; blind; sex education; sexuality; attitudes; visually handicapped; adolescents; interviews; questionnaires

Examined were the extent and accuracy of 18 blind adolescents' knowledge about human sexuality and their attitudes about sexual behavior. The interviews covered sources of sex education, sex-related words, sources of advice about sexual problems, and idiosyncratic theories about masturbation, sexual inadequacy, and origins. Preliminary results indicated

the potential value of a better controlled study using more Ss. Also described was a recently launched Human Sexuality Opinion Survey (questionnaires have been sent to 2,000 parents, teachers, houseparents, and others involved in the education of blind persons) intended to gather information about attitudes toward sex education programs for blind children in general and about the methods and content of such programs in particular. (Author/DB)

ABSTRACT 1970

EC 06 1570 ED N.A.
Publ. Date May 74 6p.
Torbett, David S.

A Humanistic and Futuristic Approach to Sex Education for Blind Children.

New Outlook for the Blind; V68 N5
P210-15 May 1974.

Descriptors: exceptional child education; blind; sex education; sexuality; social attitudes; visually handicapped; values; cultural factors

Sex education programs for blind children must take into account the sexual negativism of American culture and work to overcome resistance to the use of touch so necessary to learning by blind children. Full access to the sexual culture needs to be made available to blind children through ending the censorship of sex-oriented literature. Both teachers and parents need a great deal of help in overcoming their own insecurities about sexuality so that they can better educate their children in this crucial area. (Author)

ABSTRACT 1972

EC 06 1972 ED N.A.
Publ. Date May 74 7p.
Holmes, Ruth V.

The Planning and Implementation of a Sex Education Program for Visually Handicapped Children in a Residential Setting.

New Outlook for the Blind; V68 N5
P219-25 May 1974

Descriptors: exceptional child education; visually handicapped; sex education; residential programs; program descriptions; program planning

Careful planning is necessary to establish a constructive, comprehensive, and developmental program in sex education for visually handicapped children and youth which is designed to inform and guide, yet has enough flexibility to recognize and meet highly individualized needs, and which allows the wholesome, healthy growth of the personal sexual self in the home and in society. Considerations must be given to staffing, budget, curriculum, materials, and models, as well as to the development of understanding and good communication with the home and among all staff members directly involved or in peripheral areas. Seven years of experience with such a program in a residential setting has produced observed profitable results. (Author)

ABSTRACT 2239

EC 06 2239 ED N.A.
Publ. Date Apr 74 25p.

Foulke, Emerson

Report of the Perceptual Alternatives Laboratory for the Period July 1, 1972-June 30, 1973.

American Foundation for the Blind Research Bulletin; V27 P277-301 Apr 1974

Descriptors: exceptional child research; visually handicapped; blind; perception; aural learning; braille; reading; research projects; research and demonstration centers; visually handicapped mobility; sensory aids; talking books; tape recordings; information retrieval; sex education

Described in a report of the Perceptual Alternatives Laboratory at the University of Louisville are activities and plans for developing perceptual alternatives for the blind. Discussed are the talking dictionary, the development of index codes for use with tape recorded texts, the use of abstracts in retrieval of tape recorded reading matter, the development of a print-to-speech transducer, a comparative evaluation of the signal quality of different speech compressors, investigations into the reading behavior of exceptional braille readers and increasing the braille reading rate, a multi-sensory test of conceptual ability for blind children, a method for constructing tangible displays, examination of braille thresholds with an improved tachistotactometer, development of a braille page embosser, improving the cane for blind mobility training, preserving cues of distance and direction in tape recordings used for mobility training, sex education, computer services for the blind, and auto-tutorial instruction. Noted are applications of perceptual alternatives to other conditions such as learning disabilities. (DB)

ABSTRACT 2287

EC 06 2287 ED N.A.
Publ. Date Jun 74 8p.

Karpen, Mary Lou; Lipke, Lee Ann Sex Education as Part of an Agency's Four-Week Summer Workshop for Visually Impaired Young People.

New Outlook for the Blind; V68 N6
P260-7 Jun 1974

Descriptors: exceptional child education; visually handicapped; adolescents; sex education; course objectives; teaching methods; family life education; sexuality; summer programs; workshops

Described is a 4-week summer workshop for five visually impaired and two orthopedically handicapped students, 12 to 15 years old, which was sponsored by the Grand Rapids (Michigan) Association for the Blind and included classes in sex education (as well as mobility, braille, home economics, typing and arts and crafts). Listed among program objectives are understanding the physical and emotional changes connected with sexual maturation, and increasing skill in interpersonal communication about one's developing sexuality. Noted are teaching strategies used, such as group discussion, group activities, problem solving, and demonstration/participation. Given

are topics for each of the classes, including proper terminology, bodily changes, masturbation, sexual intercourse, female and male reproductive systems, communication about sexuality, good grooming, drug use and abuse, and exploring human relations. Recommended are seven reading materials and resources. Stressed is the value of student and parent input in the development and evaluation of a sex education program. (LH)

LEARNING DISABILITIES

ABSTRACT 690

EC 07 0690 ED N. A.
 Publ. Date 74 59p.
 Fischer, Henry L., and Others
Sex Education for the Developmentally Disabled: A Guide for Parents, Teachers, and Professionals.
 University Park Press, Chamber of Commerce Building, Baltimore, Maryland 21202 (\$4.75)

Descriptors: exceptional child education; mentally handicapped; learning disabilities; emotionally disturbed; sex education; guidelines; interviews; questionnaires; parent education; teaching guides; institutes (training programs)

The guidebook for parents, teachers and counselors concerned with the sex education of developmentally disabled persons contains a structured client interview guide, practical suggestions and an interview questionnaire for parents, guidelines for teacher-professional workshops, and a bibliography of relevant articles, books and pamphlets. The format of the client interview guide is such that drawings related to sexual identification, body parts, emotional and body functions, pregnancy, and birth are printed upside down from facing pages of questions and interview hints intended to help the interviewer elicit specific responses as well as spontaneous comments and questions from the client. Suggestions for parents concern such techniques as using casual bathing and dressing situations to initiate conversations about body functions, while the parent questionnaire focuses on such topics as whether masturbation has been an issue in the child's life. A discussion of goals, objectives, techniques, materials, and general formats for teacher-professional workshops is supplemented by suggestions for group discussion questions and by pre- and post-workshop questionnaires. (GW)

ABSTRACT 2203

EC 07 2203 ED 104 105
 Publ. Date 74 11p.
 Steinbock, Elizabeth A.; Brummer, Esther R.
Curriculum Guide for a Course on Human Sexuality and the Developmentally Disabled. Working Paper No. 80.
 Oregon Univ., Eugene. Rehabilitation Research And Training Center in Mental Retardation.
 EDRS mf; hc

Descriptors: graduate study; teacher education; sex education; models; exceptional child education; sexuality; course objectives; conceptual schemes; developmental disabilities;

Presented is a model of a graduate course for students from a variety of disciplines on human sexuality and the developmentally disabled. Course objectives are said to include competencies in designing and administering programs to foster appropriate sexual behavior and in assisting parents to deal with their children's sexuality. Seven resources to aid the instructor in facilitating discussion

are listed. The course outline consists of six major topics (psychosexual development and overview, attitudinal considerations, institutional and community policies and practices, sex education and remediation, and parental concerns) with associated readings. (CL)

ABSTRACT 2334

EC 07 2334 ED N. A.
 Publ. Date 75 162p.
 Kempton, Winifred

A Teacher's Guide to Sex Education for Persons with Learning Disabilities.
 Duxbury Press, Division of Wadsworth Publishing Company, Inc., Belmont, California 94002 (\$4.95)

Descriptors: exceptional child education; learning disabilities; mentally handicapped; secondary education; sex education; sexuality; teaching guides; teacher attitudes; teaching methods; counseling.

The teaching guide to sex education for adolescents with learning disabilities (or mental handicaps) provides discussions, and practice exercises. The following topics are considered: characteristics of the learning disabled student, the purposes of sex education for the handicapped, an examination of attitudes toward human sexuality, characteristics of the effective sex educator, the subject matter of sex and sexuality, teaching methods (such as using visual aids and dramatic play), the role of the teacher as counselor regarding such sexual problems as birth control and abortion, and the teacher as counselor to parents. Chapters usually include practice exercises such as proposing a plan of action for a hypothetical situation. Also provided is an annotated list of resources including 15 films, three filmstrips, one transparency, about 50 books for teachers and parents, eight books for students, 10 general pamphlets, 12 pamphlets on the mentally handicapped, eight curriculum guides, three training guides, and 29 journal articles. Addresses of 15 relevant professional publications and 19 organizations are included. (DB)

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